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ABSTRACT

This teacher support manual helps elementary educators teach proper nutrition to students in pre-K through grade 5. It provides a summary of all the background and tools teachers will need to do what they want with the Team Nutrition/Scholastic curricula. There is brief background information on nutrition basics; step-by-step instructions for using the Food Guide Pyramid and food labels; lesson-by-lesson planners for integrating the activities into regular classes; and tips from teachers who have paved the way. The six sections focus on "Healthful Eating"; "Making Food Choices for a Healthy Diet"; "The Food Guide Pyramid: A Powerful Tool for Shaping Healthy Diets"; "The Food Label: A Tool for Savvy Shoppers"; "Tips and Precautions for Sharing Foods in the Classroom"; and "Additional Resources". The 22 appendixes provide teacher tips in such areas as the Food Guide Pyramid; fats; sugar; placing combination foods in the Pyramid; Asian-American foods and the Pyramid; Hispanic-American foods and the Pyramid; a sample menu; a food diary; sample goals and objectives; personal goals; a sample food label; a sample letter to a supermarket manager; a library request form; and a sample thank you letter to the newspaper. (SM)

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Tips, Tools and Jewels for Busy Educators

FOOD WORKS
Teacher's Guide for Grades 3–5
FOOD & ME
Teacher's Guide for Pre-K & Kindergarten
FOOD TIME
Teacher's Guide for Grades 1 and 2
TEAM NUTRITION • USDA

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Team Nutrition's Teacher Handbook:

Tips, Tools, and Jewels for Busy Educators

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February 1997

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Team nutrition is an innovative network of public/private partnerships supporting schools in implementing the historic **School Meals Initiative for Healthy Children**, a comprehensive, integrated plan to continuously improve school meals and promote the health and education of 50 million children in 94,000 schools nationwide. **Team Nutrition** provides creative nutrition education for children and families, and state-of-the-art training and technical assistance for food service professionals. It actively involves a network of supporting organizations that in turn form community coalitions promoting the **Team Nutrition** message through the schools, families, the community and the media.

Because the leading causes of death are nutrition related diseases, and food habits are formed early in childhood, the Team Nutrition message encourages children to expand the variety in their diets, add more fruits, vegetables and grains to their diets and construct a diet lower in fat.

The **Scholastic In-School Curriculum** provides the core nutrition education instruction for Pre-K through Grade 5 children. As the teacher, you determine the success of the delivery of positive nutrition education messages to these children. The objective is to educate children about the importance of their food choices and the basis for making choices in order to change eating behaviors. Such change will have a positive affect on children's health for the rest of their lives.

At the same time children are learning about food choices for a healthy diet, we are working with the school food service personnel to assist them in improving school meals and bringing them in line with the *Dietary Guidelines for Americans.* Our ultimate goal is healthy children. Our desire is to have every child in the Nation benefit from this educational material. We hope that you find this **Teacher Support Manual** helpful in teaching this curriculum.

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Preface

Teachers tell us they want to use foods in class to interest students in core subjects. They want to promote peak performance by teaching students to eat well. They want to help themselves and their students to the beauty and joy of good food and good health. But teachers just don't have the time. Time is such a precious commodity for everyone, but especially for those molding young minds. We're here to help.

This handbook is a quick summary of all the background and tools that you need to do what you want with the Team Nutrition/Scholastic curricula. Think of this as the "tip sheet" of the curricula, the "to-do list" of getting it done, and the "how-to directory" of doing it well! It has:

- Brief background information for brushing up on nutrition basics.
- Step-by-step instructions for using the Food Guide Pyramid and food label.
- Lesson-by-lesson planners for integrating the activities into your regular classes.
- Tips and jewels of wisdom from teachers who have paved the way.
- All the appendixes those veteran teachers said you'd want and need.

We hope that you find this handbook helpful. We recognize the extra effort that it takes to bring Team Nutrition into the classroom and have done everything we can to make it easier for you.

Enjoy the great activities outlined by Scholastic and the wonderful world of food that's yours for the taking. You—and your students—will be glad you did.

Healthful Eating

TIP

If you haven't listened to the introductory audiotape that came with this handbook, pop it in now. It's short and packed full of ideas that can save you time and make your job easier. If you can't listen to it now, try it on your way to or from work.

Nutrition is a popular subject. It's close to home, it affects us all, and it lends itself to myth and misinformation. That's because food is much more for us than mere sustenance. It's pleasure, love, comfort, and celebration. It is our heritage, an expression of our culture, a reflection of our values.

Food is a creative outlet for some, a sensory sensation for all. It is part of the fabric of our lives and homes and families.

Unfortunately, nearly a third of us are overweight and our children are following in our footsteps. Many of us have lost loved ones to such diseases as heart attack, cancer, and stroke. A large percentage of the risk for these chronic diseases is due to lifestyle, with diet playing a major role.

The good news is that eating healthfully is easier today than ever before. We have more foods to choose from and better, more powerful tools for making those choices.

If you know how to use the Food Guide Pyramid and food label, you are well on your way to a more healthful diet and ready to pass the good news on in your classroom.

Of course, there are a few other basic concepts underlying the Team Nutrition philosophy of healthy eating, but you may know them already. To see, try this true/false test.

___ There are no bad foods.
___ Variety, balance, and moderation went out with the Basic Four Food Groups.
___ Dietary excesses are more common today than nutrient deficiencies in the United States.

There are no bad foods. True. Any food can fit into a healthy diet as long as you fit it in occasionally instead of often.

"Occasional" foods are the ones people used to cut out when they went on a diet. That's one reason so many diets failed: people felt deprived of their favorite foods and eventually returned to their old habits. Is there any wonder?

Today we know that the only way to make a long-term commitment to a healthful lifestyle (instead of a diet) is to include all foods, balancing "Occasional" choices with "Sometimes" and "Everyday" choices.

Variety, balance, and moderation went out with the Basic Four Food Groups. False. Variety, balance, and moderation remain key players of a healthful diet. The Basic Four was replaced by the Food Guide Pyramid—which we'll talk about later—but we still need

- A wide variety of foods so that we get the full spectrum of nutrients that keep us healthy, including the ones we haven't discovered yet.

- Balance among the five major food groups to provide the right mix of nutrients.
- Balance among the Everyday, Sometimes, and Occasional foods within each group to reduce the amount of fat, cholesterol, and sugar we get.
- Moderation so that we avoid the excesses mentioned in the final true/false item.

Dietary excess is more common than nutrient deficiency in the United States today. True. Nutrient deficiencies still exist, but overnutrition is more widespread than undernutrition in the United States today.

The Food Guide Pyramid and new food label are designed to help us get all the nutrients we need while avoiding excess fat, cholesterol, and sugar.

Eating is one of life's greatest pleasures. Today's approach to healthy eating invites us to enjoy food, to explore the incredible variety of flavors nature has to offer, and to make healthy eating part of a long-term commitment to get the most out of life. It's not so much about living longer as it is about living better. Sure beats dieting, doesn't it?!

TIP

Children may understand the concept of Occasional foods better if they have a story to set the stage. Here's one you might want to use.

Occasional foods are foods you don't eat very often. You might also think of them as "blue moon foods." For many generations people have used the expression "once in a blue moon" to mean not very often. Have you ever heard where the expression came from?

Usually, there is one full moon each calendar month, but every now and then we have a full moon very early in the month and another one just before the month runs out. The second full moon in a single calendar month is called a blue moon.

Making Food Choices for a Healthy Diet

As Americans' philosophy of healthful eating has matured, so has our approach to passing it on to children. The focus has shifted from memorizing facts to developing attitudes and practicing skills needed to improve food behavior.

Team Nutrition focuses on attitudes and behaviors by involving students in fun activities that

- Familiarize them with a wide variety of foods.
- Give them repeated opportunities to try new foods.
- Help them discover the benefits of healthy eating in terms they can relate to now—having more energy to run, jump, ride, and play.
- Help them learn to overcome obstacles to healthy eating such as negative peer pressure and long-standing food habits.
- Give them positive role models in the form of teachers, parents, and other students who enjoy healthful eating.
- Empower them with the skills they need to use basic tools like the Food Guide Pyramid and food label.
- Teach older students how to set realistic goals for a healthier diet, monitor their progress, and reward themselves for each little step in the right direction.

Team Nutrition also involves parents as much as possible so that students get consistent messages at home and school.

Optimally, nutrition is taught as part of health or science or as an isolated subject and then reinforced by integrating it with other subjects.

Food can help make math, science, social studies, language, and art more relevant to children's daily lives, more meaningful to them. And because they love to handle food, talk about it, and explore it with all their senses, it can make those subjects more fun.

Meanwhile, we raise their awareness of all the different foods available and, hopefully, their willingness to try them. That's the key: Introduce them to a wide variety of choices and let them see you as a role model who enjoys a broad range of those choices.

To complement what you do in the classroom, Team Nutrition is working with school food service staff to update lunchroom offerings. Eventually all school meals will be adjusted to meet the Dietary Guidelines for Americans described in your Scholastic *Teacher's Guide*.

We mentioned earlier that eating healthfully is easier today than ever before. Teaching children to eat healthfully is easier now too. You don't need special training or extensive technical expertise. All you need are the basic tips and tools outlined in this book and the treasure trove of engaging activities supplied by Scholastic in your Team Nutrition curriculum.

The Food Guide Pyramid:
A Tool for Shaping Healthy Diets

The Food Guide Pyramid is more than a food guide. It's a powerful tool you can use to build a better diet within the framework of your own personal food preferences. It can also help you follow the Dietary Guidelines for Americans described in your Scholastic *Teacher's Guide* and achieve the three Team Nutrition goals based on those guidelines:

- Choose a variety of foods.
- Eat more grains, vegetables, and fruits.
- Construct a diet lower in fat.

The mysteries of the Food Guide Pyramid (next page) are revealed in its shape. Its widest part is loaded with grain foods, the foundation of a healthy diet. As you move up, the Pyramid narrows gradually, reflecting the need for fewer servings from groups at each successive level.

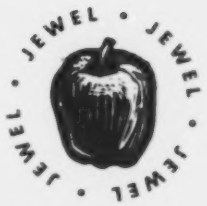
That's not to say that groups become less important as you move up the Pyramid. We need foods from all the groups to supply all the nutrients—we just need more servings from those in the bottom than we do from those closer to the top. Easy.

In general, the Pyramid shows the number of servings needed from each group, with the minimum being the lower number in each range.

The Sample Food Plan for a Day shows the number of servings needed from each group according to the approximate number of calories you need per day.

This isn't a rigid prescription but rather a general guide for building a healthy diet. Some key points to remember:

- There are five major food groups in the Food Guide Pyramid. Official group names are in Appendix A1. Shortcut group names are:
  - Grain Group
  - Vegetable Group
  - Fruit Group
  - Milk Group
  - Meat Group
- The tip of the Pyramid isn't a major food group per se. Instead, it represents the fats, oils, and sweets that add calories to our diets but few, if any, vitamins and minerals. Some examples are butter, margarine, mayonnaise, hard candy, chocolate, and soft drinks—all acceptable for a healthful diet when eaten in proportion to their place in the Pyramid.
- Each food group provides some of the nutrients you need, but no single food group provides them all. That's why you need to eat from all of the groups—to make



"When I first saw the Pyramid I thought, 'No way I could eat all those servings without putting on weight.' But when I looked more closely at serving sizes they're talking about, it sounded much more reasonable."

Sample Food Plan for a Day

	1,600 calories* For many sedentary women and older adults	2,200 calories** Most children, teenage girls, active women, and many sedentary men	2,800 calories Teenage boys, many active men, and some very active women
Bread	6	9	11
Vegetable	3	4	5
Fruit	2	3	4
Milk group	2-3***	2-3***	2-3***
Meat group	5 oz.	6 oz.	7 oz.

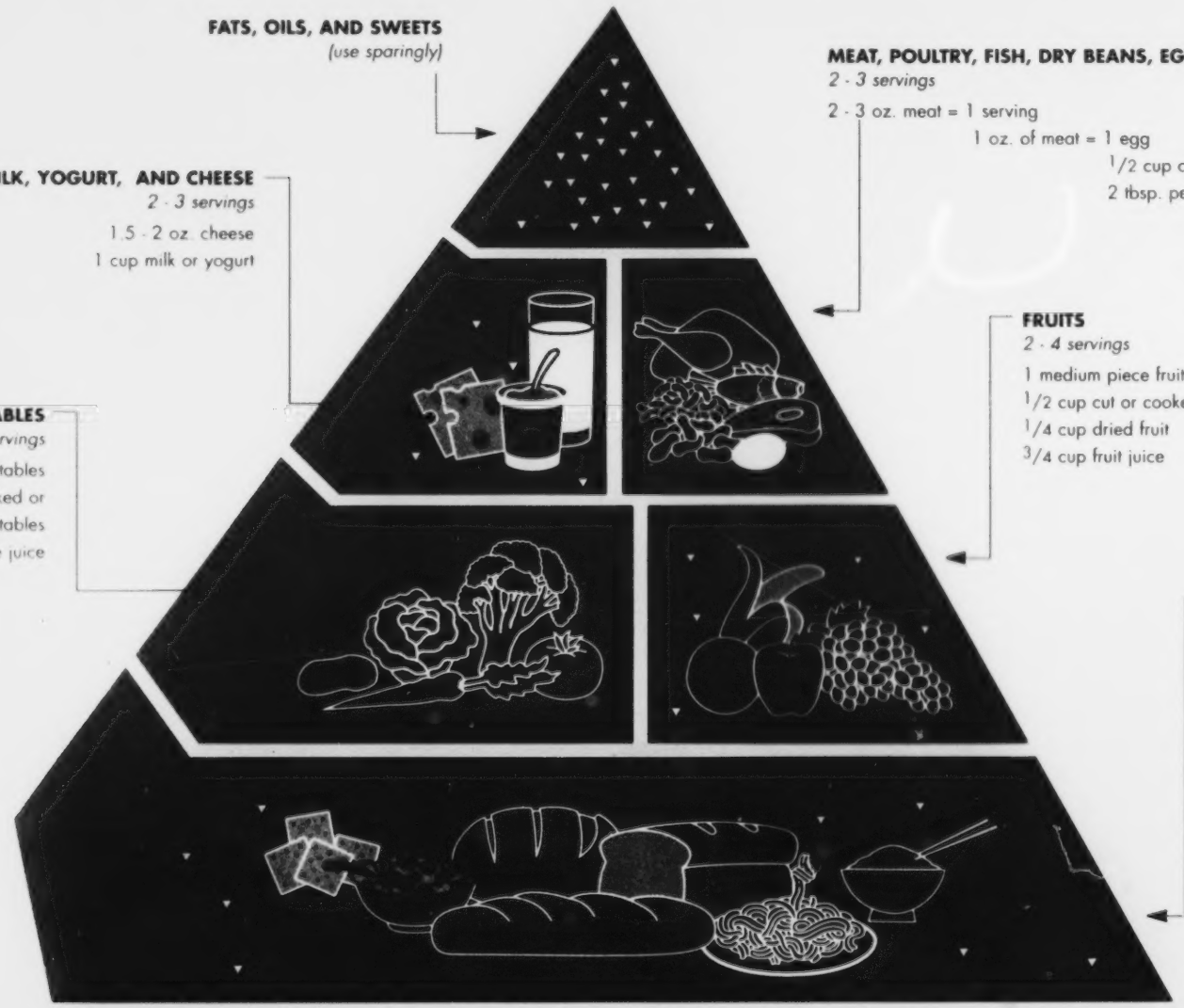
* Preschool children need the same variety of foods but may need less than 1,600 calories.

** Pregnancy and breastfeeding may require more calories.

*** Women who are pregnant or breastfeeding, teenagers, and young adults to age 24 need three servings.

The Food Guide Pyramid

A Guide to Daily Food Choices



FATS, OILS, AND SWEETS
(use sparingly)

MEAT, POULTRY, FISH, DRY BEANS, EGGS, AND NUTS
2 - 3 servings
2 - 3 oz. meat = 1 serving
1 oz. of meat = 1 egg
1/2 cup cooked beans
2 tbsp. peanut butter

MILK, YOGURT, AND CHEESE
2 - 3 servings
1.5 - 2 oz. cheese
1 cup milk or yogurt

FRUITS
2 - 4 servings
1 medium piece fruit
1/2 cup cut or cooked fruit
1/4 cup dried fruit
3/4 cup fruit juice

VEGETABLES
3 - 5 servings
1 cup leafy vegetables
1/2 cup cooked or cut vegetables
3/4 cup vegetable juice

BREAD, CEREAL, RICE, AND PASTA
6 - 11 servings
1/2 of a bun, bagel, or English muffin
1 small muffin
1 slice bread
1 oz. dry cereal (1/2 - 1 cup)
1/2 cup cooked cereal, rice, or pasta

Source: U.S. Department of Agriculture/U.S. Department of Health and Human Services

sure you get all the different kinds of nutrients that keep you healthy.

- Within each food group there are Everyday, Sometimes, and Occasional foods. See examples in Appendix page A8.
- There are very few foods that don't fit into any food group. Some examples of these include mustard, ketchup, and diet cola.

For balance, you need

- More servings from groups in the bottom of the Pyramid than from groups toward the top.
- More Everyday foods than Sometimes foods and more Sometimes foods than Occasional foods from any given group.

Occasional foods include

- Foods that are naturally high in fat, such as cheese, and
- Foods that have lots of fat added in preparation, such as French fries and potato chips.

Of course, many foods traditionally high in fat now come in reduced-fat forms that allow you to eat them more often. Some examples include lower-fat cakes and cookies, cheeses, potato chips, and luncheon meats.

- There are Occasional foods in every food group—plus all foods in the Pyramid tip. For more examples, see Appendix page A8.
- Fat and sugar occur naturally in many foods across food groups. To see for yourself, check Appendix pages A2 and A3.

Serving Size Counts

How much is a serving? Less than you might think, probably because restaurant portions have come to be taken as the standard.

For a quick reality check, gather up your measuring cups and spoons and use them to envision the serving sizes listed in Appendix A1.

When you think you're ready, try estimating serving sizes of real foods from your refrigerator or pantry.

For example, guess how much peanut butter you normally put on a sandwich, then measure it to see how close your estimate was. You may be surprised.

What if I Eat Less Than a Whole Serving?

If you have less than half a serving, don't count it. For example, a slice of tomato on a hamburger is less than half a serving of vegetable, so it doesn't count—unless you also had lots of lettuce and onion to make up the difference.

For You

Team Nutrition is a great chance to try your own dietary makeover. Use the tools in Appendix pages A16–A17 to keep track of what you eat, evaluate it, set goals for making positive changes, monitor your progress, and celebrate your successes.

Start with some practice. Evaluate the Sample Menu for One Day using the Food Guide Pyramid Worksheet (Appendix pages A14–A15).

Did You Know

■ A serving of meat is about the size of a deck of cards.
■ A cup is about the size of a woman's fist.
■ A cup of liquid is 8 ounces, the amount of milk in a half-pint carton.
■ An average handful of nuts or small candies is about an ounce.
■ Two average handfuls of chips or pretzels is about an ounce.

An easy way to get a handle on serving sizes is to look at food models. The National Dairy Council offers full-color, serving-sized cardboard photos of 185 foods with nutrition information on the back of each. For information, call 847-803-2000, ext. 220.

"I was so glad to learn that breads, cereals, rice, and pasta aren't really fattening. I love them but worried about the calories. Now I enjoy them even more knowing that they're mostly low in fat and, in the case of whole grains, high in fiber!"

When you look at Appendix A2, Where's the Fat?, you'll notice there's very little fat in the grain group. Most breads and cereals, rice, and pasta are naturally low in fat—unless you load them up with fatty toppings or add fat in preparation. As a matter of fact, most of the fat in this group is in the Occasional choices like cookies, cakes, and pastries.

- Copy each food item from the sample menu into its corresponding group on the Pyramid Worksheet.
- When you're finished, check your groupings against those in the answer key in Appendix A15.

How did you do?

If your groupings differed from those in the answer key, review key points on pages 9–11 and in Appendix pages A4 to A7 (Placing Combination Foods in the Food Guide Pyramid, Hard-to-Place Foods, and Asian-American and Hispanic-American Foods).

- Next, compare the number of servings in each food group to the recommended range for that group.

How did the sample menu stack up?

Did the menu provide enough servings in each of the food groups?

Did the mix of foods in each food group represent a good balance of Everyday, Sometimes, and Occasional foods?
Check Appendix A8 for lists of those foods within each food group.

Did the menu provide too many servings in any one food group?
Too many servings in one group can "displace" servings in other groups by leaving you too full to eat them.

Did the menu provide too many foods from the tip of the Pyramid?
Remember, all foods in the tip are Occasional foods.

What recommendations would you make to improve the menu?
Now that you've had some practice, you're ready to begin your own diet check-up. The best way to improve your diet is to take a hard look at what you're doing now—so you can decide whether changes are needed and, if so, which ones you think you can live with.

- Photocopy the Food Diary form from Appendix A17 or make up one of your own using the same outline.
- Use the diary form to record what you eat for one to three days—preferably two weekdays and a weekend day. Be sure to note the amount you ate and how it was prepared. Remember, serving size and preparation method matter, and don't change what you'd normally eat because you're recording it.
- Keep the diary form in your calendar, taped on the corner of your desk surface, on the refrigerator, on the inside of a regularly used cabinet door—anywhere you'll see it often as a reminder to record what you've eaten.
- When the diary is complete:
  - Copy each item from the diary into its corresponding group on the Food Guide Pyramid Worksheet (A14), using a separate worksheet for each day you recorded.
  - Check the Sample Food Plan for a Day on page 9, to see how many servings you need from each food group. Choose the number of calories you need based on the descriptions provided for 1,600-, 2,200-, and 2,800-calorie estimates.
  - For each food group, calculate the average number of servings you had per day.

"When I had my students start a food diary to see how their diet stacked up, I did one myself—just out of curiosity. What a learning experience! I discovered my strong points as well as my weak ones, dietwise. Now I am more aware of what I eat and have specific goals to work toward. Doing that one simple activity turned the key for me."

"I finally figured out that if you add fat to a food yourself—like putting butter on a potato—the fat goes in the tip of the Pyramid and the potato goes in the vegetable group. The same with sugar. If, on the other hand, the fat or sugar comes cooked in the food and is inseparable from it, like the fat in French fries, the whole shebang goes in the group that the "base" food would fit in. French fries are potatoes, but they're cooked with lots of fat, so they go in the vegetable group as an Occasional food for that group. Corn chips and doughnuts are Occasional foods from the grain group."

• Compare the average number of servings you had per day from each food group with the recommended number of servings in the table for your calorie level, and

• Review your choices within each food group to see if there are fewer Occasional foods than Sometimes foods and fewer Sometimes foods than Everyday foods.

▪ Use your evaluation results to identify goals for making positive changes in your diet. Appendix A18 lists six possibilities you might want to consider, depending on what you found.

Once you've selected your goals

▪ Establish small, stepwise objectives that will help you reach each goal. Some examples are shown with the goals in Appendix A18.

▪ Write your goals and objectives down as a commitment to yourself, using the Personal Goals form in Appendix A22.

▪ Establish a timeline by writing in a target date next to each goal and objective on your list. Remember, change takes time. Taking it one small step at a time will help ensure the changes endure.

▪ Establish a reward system by writing in what you'll do for yourself as each goal is achieved.

Some ideas are

▪ Take a long, hot bubble bath.

▪ Read a novel you've wanted to read for a while.

▪ Go to a play or concert.

▪ Call your family or a friend long distance.

▪ Go out to a movie.

▪ Have an inexpensive facial, manicure or pedicure at a local beauty school.

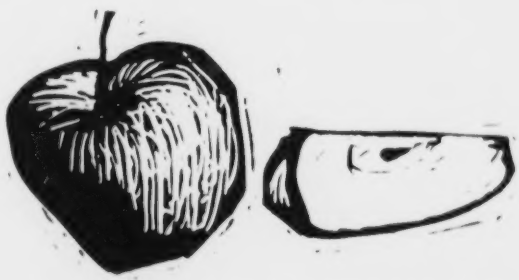
▪ Buy a long-awaited tape or CD.

▪ Go to the park, lake, or mountains.

▪ Put little reminders in your calendar, on your telephone, your computer monitor, car dashboard, and in your wallet to remind you of your goals. Adhesive dots are great reminders. The tiniest ones even fit on a watch face, so you're reminded every time you look at it.

▪ Make it a point to mention your goals to friends and family members, including your children, and ask for their support.

▪ Don't give up! If you fall short of your goal one month, start over the next month. As Mark Twain once said, "Habit is habit, and not to be flung out of the window by any man, but coaxed downstairs a step at a time."



Did You Know

People from many cultures choose a meatless diet that is still balanced because they include a variety of dry beans, eggs, and nuts from the meat group.

Check Appendix pages for lists of combination foods, ethnic foods, and hard-to-place foods to see how they fit in the Pyramid.

The Food Label:
A Tool for Savvy Shoppers

"I used to only read the food label if I was buying a new product. Then I noticed that the numbers changed on some of my old standbys. I guess manufacturers redo their recipes occasionally. Anyway, I do a quick check of all the labels now."

If you watch savvy shoppers in action, you'll see them eye the label—whether they're buying clothes, furniture, or food. That's because labels provide critical information for smart purchase decisions.

A large percentage of our disposable income is spent on groceries. The new food label is a tool you can use to pry the most nutritional value out of your food dollar. At a glance, the new food label tells you

- How much fat is in one serving and
- What percentage of your daily fat maximum that is. The same is true for saturated fat, cholesterol, sodium, fiber, and selected vitamins and minerals. You don't have to do the math. It's done for you. Your goal for a total diet is to choose an overall combination of foods that provide
- 100 percent or less of the maximum allowance for fat, cholesterol, and sodium and
- 100 percent or more of the minimum allowance for fiber, vitamins, and minerals.

Let's take a closer look. There's a picture of a Nutrition Facts label in Appendix page A23.

Notice, first, at the top, the serving size is given in household food measures—cups or tablespoons—and in metric measures—grams or milligrams. You might also notice that the serving sizes on labels aren't necessarily the same as the serving sizes recommended in the Food Guide Pyramid. That's because they serve different purposes.

At the top of the label you'll also see the number of Servings per Container. Sometimes it's more than one, so if you eat a whole bag of something with three servings in it, you have to triple all the numbers. Remember, the values on the label are for one serving only.

Moving down the label, the next thing you'll see is Calories and Calories from Fat, then a list of other nutrients and food components most relevant to today's health concerns—heart disease, high blood pressure, osteoporosis, and cancer.

The vitamins and minerals listed on the lower part of the label are the ones most often lacking in our diets: Vitamins A and C, calcium, and iron.

Next to each item on the list is the amount of that item in one serving of the food. For instance, the sample food label says there are 3 grams of saturated fat in one serving of this food.

That's great information if you know off the top of your head how many grams are in your saturated fat budget for a day. But most of us don't know, so the more useful piece of information is found to the far right in the column under "% Daily Value."

Percent Daily Value is the number that tells you what percentage of a daily budget those 3 grams of saturated fat equals.

According to our example, the 3 grams of saturated fat in one serving of the food is 15 percent of your daily allowance for saturated fat. In other words, if you eat a serving of that food, you will have eaten 15 percent of the saturated fat budgeted for one day of a healthful diet, leaving you with 85 percent of your saturated fat allowance for other foods you eat that day.

The 30 milligrams of cholesterol is 10 percent of your cholesterol budget for the day; 470 milligrams of sodium is 20 percent of your sodium budget for the day.

There are 0 grams of fiber in this food, so you'll have to get 100 percent of your fiber allowance elsewhere. But you can cover 20 percent of your calcium needs for the day with just one serving of this food.

The Percent Daily Value

- Tells what percentage of your daily allowance is supplied by one serving of the food.
- Lists Total Fat, Saturated Fat, and other food components of concern to most American shoppers, and
- Allows you to compare foods easily.

The calculations are done for you. You just have to know where to look and what to look for.

Below the list of vitamins and minerals on the label, you'll see a note reading "Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs." Here's what that means:

If you usually need fewer than 2,000 calories a day

- You won't need quite 100 percent of the Daily Value per day for fiber, vitamins, and minerals, and
- You need less than 100 percent of the Daily Value per day of fat, saturated fat, cholesterol, and sodium.

If you usually need more than 2,000 calories a day

- You'll need more than 100 percent of the Daily Value per day for fiber, vitamins, and minerals, and
- Can have a little more than 100 percent of the Daily Value per day for fat, saturated fat, cholesterol, and sodium.

Remember, reading the food label isn't an exact science, but it is a quick way to get a handle on what you eat. Use the "5&20" guideline to see whether Percent Daily Value is

- 5 percent or less for food components you want to moderate and
- 20 percent or more for vitamins and minerals you want to increase in your diet.

The only exception to the 5&20 guideline is fiber, for which 10 percent Daily Value is considered a good source. The 5&20 guideline is a simple way to determine whether a food is high or low in a nutrient you wish to moderate or increase. Healthful diets include a variety of foods, some of which will not meet the 5&20 guideline. That's OK. It is the overall diet that counts.

Labels appear on virtually all packaged foods now. Nutrition information for fresh meats and produce is usually posted near display cases in the grocery store or available on request from your grocer.

Of course, we're all in a hurry, and reading labels takes time. Using any tool does at first. But before long, you'll do it automatically, and the time spent will pay off many times over in value gained.

Try it now. Look at the two cereal labels in Appendix page A24.

First, are the serving sizes comparable?
In this case they are. Ounce for ounce they are exactly the same—at 2 ounces per serving—and that's what counts. According to the label, 3/4 cup of Cereal A weighs in at 2 ounces, compared with a full cup of Cereal B (Cereal B probably is puffier), but the serving sizes are comparable by weight, which is the most accurate measure.

If you doubled the serving size of Cereal B, how many calories would you get without milk? With 1 cup of milk? You'd get 400 calories without milk, 480 calories with milk.

Which has the most fiber per serving?
Cereal A has the most fiber per serving.

Which cereal provides the most calcium without milk? The most iron?
Cereal A provides the most calcium. Cereal B provides the most iron.

Which has the most fat?
Cereal A has the most fat.

Which has the least amount of sugar?
Cereal A has the least amount of sugar.

TIP

If you'd rather count grams or milligrams than look at percentages, check the table at the bottom of longer labels. They tell you the upper limit per day for total fat, saturated fat, cholesterol, and sodium and the goal amount for total carbohydrate and fiber. Figures are given for a 2,000 calorie diet (about average for women) and a 2,500 calorie diet (about average for men).

Tips and Precautions for Sharing Food in the Classroom

Avoid using food as a reward for yourself or your students.

Bringing foods into the classroom may be a new experience for some of you, so here are a few tips from veteran teachers:

- Allow plenty of time for students to wash their hands before handling food. You may have to teach them by making sure they use soap and warm water and count off the 20 seconds recommended for a good handwashing.
- Whenever possible, allow students to help scrub fresh produce so they know how important washing is. Again, you may have to teach them by making sure they use a good brush and wash them under clean, running water.
- When using prewashed foods from the cafeteria, be sure to mention to students that they have already been scrubbed.
- Students can also help scrub work and eating surfaces before food activities begin.
- Allow students to pick and choose what they taste in the classroom. Remember,
  - Some students have food allergies and intolerances.
  - Some students have religious beliefs or cultural foodways that limit food choices.

Additional Resources

- **From the American Dietetic Association**

In bookstores everywhere:
Skim the Fat: A Practical and Up-to-Date Food Guide (218 pp.)
The American Dietetic Association's Complete Food and Nutrition Guide (620 pp.)

- **From The Penn State Nutrition Center**

417 East Calder Way, The Pennsylvania State University, University Park, PA 16801-5663,
Call 814-865-6323:
Multicultural Pyramid Packet

- **From the U.S. Department of Agriculture/Food and Consumer Service**

(This book has been placed in libraries of all elementary schools nationwide.
To order copies from the Government Printing Office, call 202-512-1800.
Specify stock #001-000-04627-6):
Food, Family & Fun: A Seasonal Guide to Healthy Eating

- **From the Food and Drug Administration**

FDA Office of Consumer Inquiries HFE-88, 5600 Fishers Lane, Rockville, MD 20857.
Call 301-443-3170:
An Introduction to the New Food Label (Brochure 94-2271)
Check It Out! The Food Label, The Pyramid and You (Brochure 95-2288)
Read the Label, Set a Healthy Table: How the New Food Label Can Help You Plan a Healthy Diet (Brochure 94-2273)
The New Food Label: Check It Out! (Video, September 1995)

Food and Me: Pre-K & Kindergarten

This planning section complements the matrix on the inside cover of the Scholastic *Food and Me Teacher's Guide*.

The *Teacher's Guide* gives descriptions of activities for eight lessons that are referred to by name and page number in this planner. Also included in the *Teacher's Guide* are age-specific cooking activities that can be used any time during the year. ("Food Is Fun to Make and Eat," pages 18-21 in the *Teacher's Guide*).

The information on the following pages will help you

- Bring Team Nutrition activities into your classroom throughout the school year.
- Make the best use of your planning time for Team Nutrition activities in your classroom.

Each page or spread has an overview of one lesson in your Scholastic *Teacher's Guide* and has been arranged so that

- You know at a glance what you need to do ahead of time and what materials or books you'll need for the entire lesson and for each week.
- You could teach a lesson each month during the school year.
- Activities could be done over several days during the week.
- Suggested activities for each week target the same nutrition concepts and build on knowledge from previous activities.
- Estimated time given for the entire lesson includes planning, teaching, and clean-up time (does not include time for field trips).

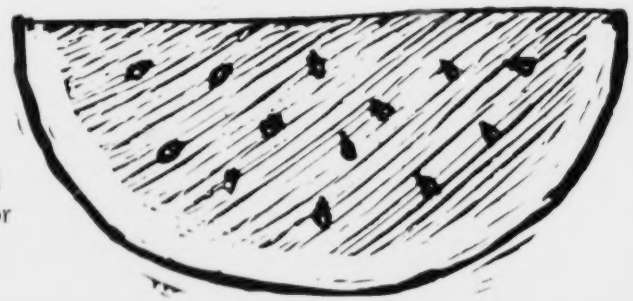
Estimated time spent each week averages one to one-and-a-half hours or less.

NOTE: If you are not able to do all the activities in each lesson, try to do the first activity in the lesson as a priority. It is important for linking the key nutrition concepts.

To reduce your planning time each month, use a Team Nutrition Teacher's Tool Box, which can be set up at the beginning of the year and contains most of the nonperishable items you will need for all the activities throughout the year. A list of materials that are needed for the Tool Box can be found at the end of this section. If you share the work of setting it up with other teachers, each teacher could replace items as they were used.

In the Appendix of this handbook you will also find these helpful planning tools:

- A sample letter for enlisting the help of local grocers.
- A reproducible order form for foods you will need from your school food service manager or local grocer.
- A reproducible book request form you can give to your school or community librarian.



All Kinds of Foods Help Us Grow and Learn

Pre-K & Kindergarten

Lesson On:
page 4

Estimated Time:
4 hours

Key Concepts

We need to eat a variety of foods to get all the nutrients we need.

Variety means

- Eating from all of the five major food groups.
- Eating a variety of foods from within each of the food groups.

There are no "bad" foods. All foods can fit into a healthy diet if eaten in balance and moderation.

Balance means eating more servings from food groups in the bottom of the Pyramid than those in the top.

Moderation means eating more Everyday foods than Sometimes foods and eating more Sometimes foods than Occasional foods.

TIP

You may want to have a camera and film on hand to take pictures of your class doing Team Nutrition activities throughout the year for a class picture book or bulletin board.

To prepare for this month's lesson, arrange for

- Setting up Teacher's Tool Box
- Books from librarian
- Copies of Parent Reproducibles:
  "Dear Family" and "Building Healthy Meals and Snacks"
- *I Wonder* Scholastic student magazine
- Pictures of foods from old magazines for MATH CONNECTION and WHAT HELPS MY BODY GROW?
- Foods for tasting for WHAT'S IN MY TACO?
- Parents or older student helpers for WHAT'S IN MY TACO?

Week 1	**Materials**
Identifying the Foods We Eat Language	Chart paper, markers

Read: *Bread and Jam for Frances*

Discuss *I Wonder* Scholastic student magazine

Send home Parent Reproducible: "Dear Family" and *Take Out* family newsletter

Week 2	**Materials**
Math Connection Sorting Foods in the Food Guide Pyramid	Six colors of poster board Pictures of food Paste or glue

Send home Parent Reproducible: "Building Healthy Meals and Snacks"

Week 3	**Materials**
What Helps My Body Grow? Art	Butcher paper, crayons or markers Pictures of foods, paste or glue

Week 4	**Materials**
What's in My Taco? Cooking	Food for Tasting Taco shells, lowfat cheese, lettuce, tomatoes, mild taco sauce, beans, chicken, ground beef, paper plates, napkins

"Instead of each child drawing a body outline for What Helps My Body Grow?, I had my students trace around one boy and one girl, and they all helped fill in the features and clothing. Each child drew or pasted pictures of their favorite foods on paper plates, and we displayed them around the outlines."

"Many of the activities are done with small groups. At the beginning of the year, I divided my class into five teams. Each was named for one of the food groups and assigned a team color. I listed their names on team posters they decorated with foods from their group. During the year, whenever we broke into groups, we used the same teams."

Where Do Foods Come From?

Pre-K & Kindergarten

Lesson On:
page 6

Estimated Time:
4 hours

Key Concepts

Foods from plants—grains, fruits, and vegetables—are the foundation of the Food Guide Pyramid. Foods from animals—meats and dairy products—appear further up in the Pyramid. Although foods from animals are an equally important part of a healthy diet, we need to eat more foods from plants to achieve a balanced diet.

To prepare for this month's lesson, arrange for

- Books from librarian
- Copies of Parent Reproducibles: "Roots, Stems, Leaves, Fruits, Flowers, or Seeds" and "So Many Kinds of Food to Eat"
- Field trips to
  - An orchard, dairy, or farm where food grows
  - A farmer's market or a supermarket
- A blooming, potted flowering plant for FIND THE PLANT PARTS
- Foods to show as examples for FIND THE PLANT PARTS
- Foods for tasting for TOSSED AND TURNED

Week 1	Materials
Find the Plant Parts Science	Blooming potted flower plant Food to Show as Examples of Plant Parts Fruits: Any seed-bearing food with pits: Tomatoes, cucumbers, peppers, squash, apples, oranges, pears, plums, cherries mangoes Flowers: Broccoli, cauliflower Leaves: Lettuce, spinach, cabbage, kale, parsley Seeds: Corn, peas, dry beans, rice, barley, oats, nuts, coconuts, sunflower seeds Stems: Celery, asparagus Roots: Carrots, potatoes, turnips, beets, parsnips, radishes

"I found a wheat weaving made with real wheat in a crafts store. I used it to show my students what wheat looks like when we discussed grains."

Read: *The Little Red Hen* or *Pancakes, Pancakes, Pancakes*

Send home Parent Reproducible: "Roots, Stems, Leaves, Fruits, Flowers, or Seeds" and "So Many Kinds of Food to Eat"

Week 2	Materials
Tossed and Turned Language	Foods for Tasting: Spinach or lettuce, radishes or carrots, celery, broccoli, tomatoes, peas or sesame seeds or sunflower seeds, croutons, lowfat salad dressing Salad bowl, salad serving utensils, cutting board, knife, magnifying glass, paper plates, napkins, forks

"We talked about how all the animals depended on the plants in the movie The Lion King."

Week 3	Materials
What Foods Come From Animals? Language	Food Pyramid poster, mural or poster paper Markers

Read: *Pancakes for Breakfast*

Week 4	Materials
Take a Field Trip to a Farm or Market Art/Writing Connection	Mural or poster paper, markers

Read: *The Year at Maple Hill Farm*

We Can Grow a Garden

Pre-K & Kindergarten

Lesson On:
page 8

Estimated Time:
3 1/2 hours

Key Concepts
Plants need air, water, sunshine, and many different nutrients from the soil to help them grow strong and healthy. We need air, water, and sunshine, too. We get nutrients by eating the plants or the animals that ate the plants.

To prepare for this month's lesson, arrange for
- Books from librarian
- Copies of Parent Reproducible: "Gardening Together"

Materials and foods for
- START WITH A SEED
- GROW A SALAD GARDEN
- ECOLOGY CONNECTION

TIP

You may want to wait until warm weather to teach this lesson so you can use a window box for the plants.

Week 1

START WITH A SEED
Science

LITERATURE CONNECTION
Read: *How a Seed Grows*

Materials

Foods with seeds to show as examples:
Apples, strawberries, green peppers, tomatoes
Potting soil or garden soil
12 eggshells
12 bean seeds

"My class grew their seeds in finished compost instead of potting soil, and it worked fine."

Week 2

GROW A SALAD GARDEN
Language

MUSIC AND MOVEMENT CONNECTION
Sing a song

Materials

Planting containers
Radish seeds, lettuce seeds
Potting soil

"In the spring I brought in tomato and herb plants so the children could see what would be in their pizza garden."

Week 3

ECOLOGY CONNECTION

Materials

1/2 gallon leakproof container with lid
Food scraps from plant foods
Soil (leaves or grass optional)
Water mister or watering can

Week 4

GROW A PIZZA GARDEN
(Summer programs only)

OR

Read: *Little Nino's Pizzeria*

Materials

Send home Parent Reproducible: "Gardening Together"

Delicious Discoveries

Pre-K & Kindergarten

Lesson On:

page 10

Estimated Time:

4 hours

Key Concepts

- We need to recognize foods in many different forms to know where they go in the Food Guide Pyramid.

Examples:	fresh	juiced	fried
	frozen	chipped	baked
	canned	flaked	grilled
	dried	mashed	

- A variety of tastes can be achieved by eating foods in different forms.
- If you don't like a food in one form, you may like it in another form.

To prepare for this month's lesson, arrange for

- Books from librarian
- Copies of Parent Reproducibles: "Supermarket Sleuths" and "Understanding the New Nutrition Facts Label"
- Field trips to
  Pick-your-own-fruit farm, orchard, or pumpkin patch
  Supermarket
- Parent helpers for field trips
- Clean, empty food containers for SET UP YOUR OWN SUPERMARKET
- Different types of apples for HAVE A TASTING PARTY
- Food to show as examples for FROM FARM TO TABLE

Week 1	**Materials**
SET UP YOUR OWN SUPERMARKET Dramatic-Play Connection	"We Can Choose" Poster Clean, empty food containers

Send home Parent Reproducibles: "Supermarket Sleuths" and "Understanding the New Nutrition Facts Label"

"I gave team points for each clean, empty food container the students brought in, and we had quite a collection! By the second week, I gave points only for items we didn't already have."

Week 2	**Materials**
HAVE A TASTING PARTY Cooking	Different types of apples for tasting Plastic knives, paper plates, napkins Clean wire racks and cheesecloth or string

Week 3	**Materials**
FROM FARM TO TABLE Science	FOODS FOR EXAMPLES: Tomato products, corn products Apple products

Week 4	**Materials**
TAKE A "FIELD" TRIP	

Read: *Apples and Pumpkins*

FOOD DETECTIVES AT THE SUPERMARKET
Social Studies

Using Our Senses to Learn About Food

Pre-K & Kindergarten

Lesson On:
page 12

Estimated Time:
4 hours

Key Concepts

- Eat more grains, vegetables, and fruits for
  - Breakfast
  - Lunch
  - Dinner
  - Snacks
  - Desserts

To prepare for this month's lesson, arrange for

- Copies of Parent Reproducible: "Sensory Fun With Food"
- For THE NOSE KNOWS!:
  - Foods and spices with strong odor
  - Parent helpers
  - Foods for tasting
- Field Trip to a bakery
- Parent helpers for Field Trip

Week 1	Materials
The Nose Knows! Science	One of each for examples: Banana, cinnamon, cocoa powder, lemon, orange, onion Small amount of canned tuna and peanut butter Foods for Tasting: Bananas, orange sections, peanut butter on crackers Paper plates, napkins Knife, cotton balls, blindfolds (optional)

Instead of using blindfolds, have the children close their eyes.

Send home Parent Reproducible: "Sensory Fun With Food"

Week 2	Materials
Colorful Foods Art	Chart or poster paper, markers

Week 3	Materials
That Noisy Vegetable Group! A Vegetable Tall Tale Connecting Writing Connecting Puppets	Foods for Tasting: Crunchy raw vegetables (choose 4 or 5): carrots, celery, turnips, broccoli, cauliflower, spinach, cabbage, cucumbers For Dip: Plain yogurt, dry soup mix

Week 4	Materials
Field Trip to a Bakery	

The Wonderful World Of Food

Pre-K & Kindergarten

Lesson On:
page 14

Estimated Time:
5 hours

Key Concepts

- Grains (bread, cereal, rice, and pasta) are the foundation of the Food Pyramid. We need to eat
  - More of our foods from the grain group than from any other group.
  - Foods from different types of grains.
- There are different types of foods made from milk:
  - Everyday foods such as nonfat yogurt, skim and 1% milk, and parmesan cheese
  - Sometimes foods such as lowfat (2%) milk or yogurt
  - Occasional foods such as ice cream, processed cheese, and whole milk
  - Other Occasional foods, such as butter and whipping cream, that belong in the tip of the Pyramid

To prepare for this month's lesson, arrange for

- Books from librarian
- Copies of Parent Reproducible: "Picture Books for Young Cooks"
- Breads for tasting for BREAD—BREAD—BREAD
- Cornbread recipe and ingredients for BAKE CORNBREAD
- Baking cornbread in school kitchen
- Food for tasting and recipe ingredients for THE MILK MAKERS

TIP

Check page 24 in your Food and Me Teacher's Guide for books about cooking with children. Many contain pictorial recipes for young children.

Week 1	Materials
BREAD—BREAD—BREAD Social Studies Read: *Bread, Bread, Bread*	ASSORTED BREADS FOR TASTING: Cut into bite size: pita, French or Italian, bagels, tortillas, rye, whole-wheat, white Paper plates, napkins

Make cornbread from a mix.

Week 2	Materials
BAKE CORNBREAD Cooking Connection	Cornbread recipe and ingredients Paper plates, napkins

Send home Parent Reproducible: "Picture Books for Young Cooks"

Week 3	Materials
EVERYBODY COOKS RICE Language Read: *Everybody Cooks Rice*	
CREATING A RICE COOKBOOK Connecting Art	Note home to parents requesting rice recipes

Give team points for bringing in rice recipes from home.

Week 4	Materials
THE MILK MAKERS Language Read: *The Milk Makers*	FOODS FOR TASTING: Yogurt, assorted cheeses including goat milk, cheese, fresh fruits Crackers Paper plates, napkins
YOGURT DRINK Connecting Cooking	Blender, small cups, napkins 1 cup nonfat plain yogurt 2 cups lowfat cold milk 1-2 T. sugar 1/2 pint fresh, washed fruit

Let's Celebrate With Food!

Pre-K & Kindergarten

Lesson On:
page 16

Estimated Time:
4 1/2 hours

Key Concepts

- We can serve a variety of tasty, delicious, colorful foods other than Occasional foods for special events and celebrations, especially when we try to choose more grains, fruits, and vegetables from the bottom of the Pyramid.
- Combination foods such as soup can provide a wide variety of foods from the different food groups.

To prepare for this month's lesson, arrange for

- Books from librarian
- Foods and materials for
  - A Birthday Basket for Tia
  - Stone Soup
- Copies of Parent Reproducible: "The Wonderful World of Food"
- Birthday party accessories
- Old magazines and seed catalogs for Making Vegetable Posters

Week 1	Materials
A Birthday Basket for Tia Social Studies	Foods for Tasting: Watermelon, mango or fresh pineapple
Read: *A Birthday Basket for Tia*	
Let's Have a Birthday Party Connecting Dramatic Play	Party hats, crepe paper, gift boxes Wrapping paper, ribbons Hats and scarves

Week 2	Materials
Thanksgiving Day Social Studies	
Read: *Thanksgiving Day* and/or *My First Kwanzaa*	

Week 3	Materials
Stone Soup Cooking	Ingredients for Stone Soup recipe 6 carrots, 6 celery stalks, 1 onion 2 tomatoes, 4 potatoes, 20 green beans 20 green pea pods, 6 cups water or broth 1-2 cups chopped beef or chicken 1 cup barley, 1 or 2 previously boiled stones Salt and pepper (optional) Stove, hot plate, or crock pot Soup pot and lid, cutting board, knife Soup ladle, soup bowls, spoons
Read: *Stone Soup*	
Send home Parent Reproducible: "The Wonderful World of Food"	

Week 4	Materials
Making Vegetable Posters Connecting Language and Sorting Skills	Magazines, seed catalogs, scissors Poster paper, paste

Food Is Fun to Make and Eat!

Pre-K & Kindergarten

Lesson On:
page 18

Estimated Time:
2 1/2 hours per age group

NOTE: *This lesson differs from the others. Each cooking activity is targeted for a specific age group.*

Key Concepts

A variety of foods from all the groups in the Food Guide Pyramid can be used to make yummy foods for breakfast, snacks, desserts, and picnics!

Make arrangements for

- Books from librarian
- Copies of Parent Reproducibles: "Rainy Day Fun" and "Super Good-For-You Snacks"
- Foods and materials
- Parent helpers

Cooking with 2- and 3-year-olds	**Food/Materials**
FRUIT AND VEGETABLE DIPPERS	Bananas, pears, strawberries, string beans, carrots, plain nonfat yogurt Flavorings: soup mixes, extracts, spices Sharp knife, cutting board, paper plates or bowls, napkins, toothpicks, plastic knives, plastic fork, plastic spoons, serving spoon Cotton balls

Read: *What Do I Taste?*

Send home Parent Reproducibles: "Rainy Day Fun" and "Super Good-For-You Snacks"

Cooking with 3- and 4-year-olds	Food/Materials
Rice Is Nice	Uncooked brown rice, apple juice, water, cinnamon, raisins, sugar, lowfat milk, examples of different kinds of rice Measuring cups, measuring spoons, saucepan and cover, wooden spoon Stovetop or hot plate Bowls, spoons, napkins

Read: *Everybody Cooks Rice*

Send home Parent Reproducibles: "Rainy Day Fun" and "Super Good-For-You Snacks"

Cooking with 4- and 5-year-olds	Food/Materials
Delicious, Nutritious Whole-Wheat Scones	Whole wheat flour, salt, brown sugar, baking powder, margarine, lowfat milk, raisins, fruit jam Greased baking pan, oven, measuring cups Measuring spoons, flour sifter, rolling pins Round 2 1/2-inch cookie cutters Mixing bowls, timer, butcher paper Markers, paper plates, plastic knives Paper cups

Read: *Walter the Baker*

Send home Parent Reproducibles: "Rainy Day Fun" and "Super Good-For-You Snacks"

Cooking with 5- and 6-year-olds	Food/Materials
Let's Plan a Picnic	Foods decided upon by students Plastic knives, plastic forks, sharp knife Blender, paper plates, paper cups Napkins, large thermos, picnic basket Blankets or tablecloths, Chart paper, marker

Read: *Teddy Bear's Picnic* and *Ernest and Celestine's Picnic*

Send home Parent Reproducibles: "Rainy Day Fun" and "Super Good-For-You Snacks"

Food Gives Us Energy to Move!

Pre-K & Kindergarten

Lesson On:
page 22

Estimated Time:
2 hours

Key Concepts
Balance the foods you eat with physical activity for
- Fun
- Flexibility
- Weight management
- Strength
- And long-term health

Physical activity need not mean going to a gym to exercise. Actively playing, dancing, walking, gardening—all these are lifetime activities. Just keep moving!

To prepare for this month's lesson, arrange for
- Copies of Parent Reproducible: "Food Gives Us Energy to Move"
- Foods for tasting

Week 1	Materials
What Gives Us Energy?	
Send home Parent Reproducible: "Food Gives Us Energy to Move"	

If possible, videotape your students doing these activities. They will love watching themselves!

Week 2	Materials
Pop, Pop, Pop	Air popcorn popper, popcorn (for tasting) Small paper bags for popcorn

Week 3	Materials
Jiggle, Jiggle, Jiggle Like Gelatin	Foods for Tasting: Gelatin made with fruit juice and fresh fruit

"I had a problem reproducing the pre-test/post-test on page 3 of the Teacher's Guide because of the colored print. Before reproducing it for the entire class, I made one copy and wrote in the orange-colored words before making the other copies."

Week 4	Materials
The Kitchen Band	Old cooking pans, lids, utensils
Sing About How Foods Grow	Foods for Tasting: Crunchy oat cereal or Soup made with peas, beans, and barley Paper cups, napkins for cereal Bowls, spoons, napkins for soup

Team Nutrition Tool Box For "Food & Me"

Pre-K & Kindergarten

Your school food service manager may be able to provide some of the cooking tools.

NOTE: *Quantities are not specified because different teachers use different approaches. As you use the curriculum, you may want to customize this master list by noting whether you used one item per student, per group, or per class.*

Old magazines or pictures of foods from magazines
Chart or poster paper
Butcher paper
Glue or paste
Crayons or markers
Fruit and vegetable scrub brush
Paper plates
Paper bowls
Paper cups
Napkins
Plastic knives
Plastic forks
Plastic spoons
Salad bowl and serving utensils
Magnifying glass
Planting containers (at least 6")
Potting soil or finished compost
1/2 gallon leakproof container with lid
Water mister or watering can
Clean, empty food containers
Clean wire racks and cheesecloth or string
Cotton balls
Blindfolds (optional)
Sharp knife (for adult use)
Cutting boards
Corn bread recipe
Blender
Air popcorn popper
Party hats
Crepe paper
Gift boxes
Wrapping paper or Sunday newspaper comic section
Ribbons
Hats
Scarves
Hot plate
Soup pot or crock pot and lid
Soup ladle
Sauce pan and lid
Wooden spoons
Seed catalogs
Scissors
Toothpicks
Serving spoons
Bowls
Measuring cups
Measuring spoons
Baking pan
Flour sifter
Rolling pins
Timer
Large thermos
Picnic basket
Blankets or tablecloths
Small paper bags
Old cooking pans, lids, utensils
Wheat weaving or sample of wheat grass (optional)

Food Time: Grades 1 & 2

TEACHER TIP

"Many of the activities can be done with small groups of students. At the beginning of the year, I divided my class into five teams. Each team was named for one of the five food groups and assigned a team color. I listed their names on team posters they decorated with foods from their group. Whenever we broke into small groups during the year, we used the same teams, and team points were given for participation in the activities."

This planning section complements the lesson matrix in the Scholastic *Food Time Teacher's Guide* on pages 4-5.

The *Teacher's Guide* gives descriptions of activities for eight lessons that are referred to by lesson number and name in this planner.

The information on the following pages will help you to

- Bring Team Nutrition activities into your classroom throughout the school year.
- Make the best use of your planning time for Team Nutrition activities in your classroom.

Each page or spread has an overview of one lesson in your Scholastic *Teacher's Guide* and has been arranged so that

- You know at a glance what you need to do ahead of time and what materials or books you'll need for the entire lesson and for each week.
- You could teach a lesson each month during the school year.
- Activities could be done over several days during the week.
- Suggested activities for each week are grouped together because they target the same nutrition concepts and build on knowledge from previous activities.
- Estimated time given for the entire lesson includes planning, teaching, and clean-up time (does not include time for field trips).
- Estimated time spent each week averages one to one-and-a-half hours or less.

To reduce your planning time each month, use a Team Nutrition Teacher's Tool Box, which can be set up at the beginning of the year and contains most of the nonperishable items you will need for all the activities throughout the year. A list of materials that are needed for the Tool Box can be found at the end of this section. If you share the work of setting it up with other teachers, each teacher could replace items as they are used.

Be sure to notice the student challenges highlighted in each lesson. These are quick ways to reinforce key concepts and serve as an important part of the overall lesson.

Also notice the Lunchroom Links provided for each lesson. Everyone benefits when teachers and lunchroom staff work together.

You will find more information about the books in each lesson on page 24 of the *Teacher's Guide*.

In the Appendix of this handbook you will also find these helpful planning tools:

- A sample letter for enlisting the help of local grocers.
- A reproducible order form for foods you will need from your school food service manager or local grocer.
- A reproducible book request form you can give to your school or community librarian.

NOTE: If you are not able to do all the activities in each lesson, try to do Getting Started and Activity 1 as a priority. They are important for establishing the key concepts.

Food Grows

Lesson 1

Lesson On:
page 8

Subject Area:
Science,
Language Arts

Estimated Time:
6 hours

Key Concepts
Our food comes from plants and animals. All animals, including humans, depend on plants for food. We cannot survive without plants, which is why we need to take good care of our environment.

To prepare for this month's lesson, arrange for
- Setting up Teacher's Tool Box
- Books from librarian
- Copies of Student Reproducibles 1 and 2
- Copies of Parent Reproducibles 1 and 2
- VCR and Monitor for ACTIVITY 1
- Tour of school kitchen and meeting staff for LUNCHROOM LINK

TIP

"We discussed the movie The Lion King in class, and the children connected with the concept that all creatures depend on plants and that we need to take care of our environment."

"Instead of using mung beans, I found that any type of garden bean seed will sprout just as well."

Week 1	**Materials**
GETTING STARTED	*Food Time* magazine
ACTIVITY 1: IT'S FOOD TIME!	*Food Time* video
Week 2	**Materials**
ACTIVITY 2: MAKE A FOOD ORIGIN POSTER	Student Reproducible 1 Poster paper, markers
Read: *Make Me a Peanut Butter Sandwich*	
Week 3	**Materials**
WRAP IT UP: WATCH FOOD GROW	Student Reproducible 1 Glass or plastic jars Mung or any type of bean seeds
Construction paper, tissue paper	
Read: *Looking at Plants* and *Growing Vegetable Soup*	
Week 4	**Materials**
TAKING IT FURTHER Making compost	Glass or plastic jar or cup Garden soil, leaves, grass, twigs Pieces of raw and cooked vegetables Pieces of metal and plastic
LUNCHROOM LINK Tour school kitchen	
HOME CONNECTION	Parent Reproducibles 1 and 2

Fabulous Fruits, Various Vegetables

Lesson 2

Lesson On:
page 10

Subject Area:
Science, Language Arts, Math

Estimated Time:
6 1/2 hours

Key Concepts
- We need a total of at least five servings of fruits and vegetables each day.
- We need to eat a variety of all foods, including a variety of fruits and vegetables.

To prepare for this month's lesson, arrange for
- Fruits and vegetables for tasting for WRAP IT UP
- Books from librarian
- Folders or portfolios for each student
- Copies of Student Reproducibles 3 and 4
- Copies of Parent Reproducible 3

Week 1	**Materials**
GETTING STARTED	
ACTIVITY 1: KEEP A FRUIT AND VEGETABLE DIARY	Student Reproducible 3 Scissors
HOME CONNECTION	Parent Reproducible 3
Read: *Fruit and Vegetables in the Garden*	

Week 2	**Materials**
ACTIVITY 2: LET'S EAT A VARIETY	

Week 3	**Materials**
WRAP IT UP: GROW A PARTY	Student Reproducible 4
	FOODS FOR TASTING: Various fruits and vegetables (students decide), knife, cutting board Paper plates, napkins
TAKING IT FURTHER	Damp cotton wool or paper towels Glass or plastic jars, toothpicks

Week 4	**Materials**
Read: *Eating the Alphabet: Fruits and Vegetables from A to Z*	
LUNCHROOM LINK *Fruit and vegetable survey in lunch room*	

To help expose students to a wide variety of fruits and vegetables, choose whatever is in peak season each time you bring food into the classroom. It's less expensive and changes often.

Give team points for foods students bring in for tasting.

All Aboard the Grain Train

Lesson 3

Lesson On:
page 12

Subject Area:
Multicultural Studies, Language Arts, Math

Estimated Time:
5 hours

Key Concepts

Grains provide the fuel our bodies need to grow and get energized for playing and learning and working. We need to eat more servings from grain foods than any other food group each day. That's why grains are shown as the foundation of the Food Guide Pyramid. We need at least six servings of grain foods every day from a variety of sources, including different kinds of breads, cereals, rices, and pastas.

To prepare for this month's lesson, arrange for

- Books from librarian
- Copies of Student Reproducibles 5 and 6
- Copies of Parent Reproducible 4
- For TAKING IT FURTHER
  - Materials for making picture books
  - Displaying students' books in library
  - VCR and monitor
- LUNCHROOM LINK with food service staff

Week 1	**Materials**
Getting Started	*Food Time* magazine (last page)
Activity 1: Create a Grain-to-Bread Poster	Poster paper, markers
Read: *The Little Red Hen* and/or *Pancakes, Pancakes*	

Week 2	**Materials**
Activity 2: Make Your Grain Train	Student Reproducible 5 Scissors, tape

Week 3	**Materials**
Wrap It Up: Everybody Eats Grains	
Read: *Everybody Cooks Rice* and/or *Bread, Bread, Bread*	
Taking It Further	
Make books	Paper, markers, binding materials
Sing a song	Student Reproducible 6 *Food Time* video

Week 4	**Materials**
Home Connection	Parent Reproducible 4
Lunchroom Link Display work in lunchroom or poster contest	

Look for a wheat weaving at a crafts fair or real wheat grass to show children what the grain looks like after harvest.

You may want to enlarge Student Reproducible 5 by 200 percent to demonstrate the Grain Train activity to your students.

Pyramid Power

Lesson 4

Lesson On:
page 14

Subject Area:
Language Arts, Math, Art

Estimated Time:
4 hours

Key Concepts

We need foods from all of the five major food groups every day to grow strong and healthy and to perform our best in school.

The Food Guide Pyramid helps us to choose the amount of foods we need from each group each day. Foods at the tip of the Pyramid are not needed for a healthful diet but may make eating more pleasurable.

To prepare for this month's lesson, arrange for

- Books from librarian
- Copies of Student Reproducibles 7 and 8
- Copies of Parent Reproducible 5
- Foods for examples or pictures of foods for ACTIVITY 1
- VCR and monitor for GETTING STARTED
- School lunch menus for LUNCHROOM LINK
- Food service staff to talk to class

Week 1	**Materials**
GETTING STARTED	*Food Time* video
ACTIVITY 1: ALL SORTS OF FOOD	Foods for examples and/or food containers and/or pictures of foods

TIP

Give team points for each clean, empty food container or picture of food that students bring in for sorting.

Week 2	**Materials**
ACTIVITY 2: INTRODUCING THE FOOD GUIDE PYRAMID	Student Reproducible 7
Read: *The Edible Pyramid*	
ACTIVITY 3: SORT A PYRAMID	Masking tape, pictures of foods

Week 3	**Materials**
WRAP IT UP: PAINT A FOOD GUIDE PYRAMID POSTER	Poster paper, paints
LUNCHROOM LINK	School lunch menus

Week 4	**Materials**
TAKING IT FURTHER *Pyramid Pizza* *Pyramid Poem*	Student Reproducible 8
HOME CONNECTION	Parent Reproducible 5

We Are What We Eat

Lesson 5

Lesson On:
page 16

Subject Area:
Math, Art, Language Arts

Estimated Time:
3 1/2 hours

Key Concepts

- We need the minimum number of the recommended range of servings from each of the major food groups every day.
- We need more servings from groups at the bottom of the Pyramid than the top to have *balance* in our diets.

Some foods within food groups have more fat than others:

- The ones with the least fat are called "Everyday" foods.
- The ones with the most fat are called "Occasional" foods.
- The "Sometimes" foods are in-between.

Eating more Everyday foods than Sometimes foods and more Sometimes foods than Occasional foods is *moderation*—the key to a healthful diet.

To prepare for this month's lesson, arrange for

- Books from librarian
- Copies of Student Reproducibles 9 and 10
- Copies of Parent Reproducible 6
- Building blocks or small plastic crates (six different colors)

Week 1	**Materials**
GETTING STARTED Keep a food diary	Student Reproducible 9
ACTIVITY 1: WHAT I FEED MY BODY	Butcher paper, markers, scissors
Week 2	**Materials**
ACTIVITY 2: WHAT DOES MY PYRAMID LOOK LIKE?	
Read: *Gregory, the Terrible Eater*	
WRAP IT UP: SET YOUR PERSONAL GOALS	Student Reproducible 10 Scissors, paste
Week 3	**Materials**
TAKING IT FURTHER Snack Substitute Chart	
HOME CONNECTION	Parent Reproducible 6
Week 4	**Materials**
LUNCHROOM LINK Write letter to the food service staff	

Buddy's Restaurant

Lesson 6

Lesson On:
page 18

Subject Area:
Language Arts

Estimated Time:
4 hours

Key Concepts

- You can choose and eat a variety of foods from all the major food groups in the Food Guide Pyramid, even when you eat away from home.
- Combination foods can provide foods from more than one food group. Examples are sandwiches, casseroles, soups, and salads.

To prepare this month's lesson, arrange for

- Books from librarian
- Copies of Student Reproducibles 11 and 13
- Copies of Parent Reproducible 7
- Food service staff for LUNCHROOM LINK
- Restaurant menus for WRAP IT UP

Week 1

GETTING STARTED

Read: *Frank and Ernest*

Materials

Food Time poster

Bring in chef hats for skits. Bring in kiddie menus from popular restaurants, including fast-food outlets.

Week 2

ACTIVITY 1:
OPEN A RESTAURANT

TAKING IT FURTHER:
Create Ads

Materials

Student Reproducible 11
Food Guide Pyramid poster

Student Reproducible 12

Week 3

ACTIVITY 2:
PAINT A PLATE AND SERVE IT
Skits

LUNCHROOM LINK

Materials

Paper plates, markers

Week 4

WRAP IT UP:
CHOOSE A MEAL FROM A REAL MENU

HOME CONNECTION

Materials

Restaurant menus

Parent Reproducible 7

Tasty Travels

Lesson 7

Lesson On:
page 20

Subject Area:
Multicultural Studies, Science

Estimated Time:
6 hours

Key Concepts
People all over the world eat a variety of foods and eat foods prepared in a variety of ways.

To prepare for this month's lesson, arrange for
- Globe or world map for ACTIVITY 1
- For ACTIVITY 2 and WRAP IT UP:
  - Parents and food service staff for help
  - Different varieties of apples or breads for tasting
  - Different forms of a single food (raw, cooked, juice) for tasting
- Books from Librarian
- Copies of Student Reproducibles 13 and 14
- Copies of Parent Reproducible 8
- Flags from different countries for TAKING IT FURTHER
- school lunch menus

Week 1	Materials
GETTING STARTED	
ACTIVITY 1: A WORLD OF TASTES	Globe or world map
Read: *This Is the Way We Eat Our Lunch*	

Week 2	Materials
ACTIVITY 2: A WORLD OF SENSES	FOODS FOR TASTING: Different forms of a single food (peanuts, apples, or carrots: raw, cooked, juiced, etc) Several varieties of apples or bread Paper plates, napkins
WRAP IT UP: DO A BLIND TASTE TEST	Student Reproducible 13 Blindfolds (optional)

Week 3	Materials
TAKING IT FURTHER Bulletin Board	Flags from different countries Student Reproducible 14
LUNCHROOM LINK	School lunch menus
HOME CONNECTION	Parent Reproducible 8

Instead of using blindfolds, students can close their eyes for the taste test.

The Great Nutrition Adventure

Lesson 8

Lesson On:
page 22

Subject Area:
Language Arts

Estimated Time:
4 1/2 hours

Key Concepts
For special events and celebrations, we can serve tasty, delicious, colorful foods that are healthful too by including lots of grains, fruits, and vegetables from the bottom of the Pyramid.

Celebrations are also a time when people may choose to eat more Occasional foods, so you may want to offer these choices along with others.

To prepare for this month's lesson, arrange for

- Books from librarian
- VCR and Monitor for GETTING STARTED
- Food Fair:
  - Location
  - Parents and food service staff for help
  - Foods that students decide to serve
  - Posters and materials made in other lessons
  - VCR and monitor
  - Tables or booths
  - Copies of Student Reproducible 15
  - A local chef to visit your class for TAKING IT FURTHER

TIP

"The first- and second-grade teachers at our school got together and divided up some of the lessons for each grade so the students in first grade wouldn't repeat the same lessons when they passed up to second grade."

Week 1	Materials
Getting Started	*Food Time* video
Activity 1: Plan Your Food Fair	
Read: *Pretend Soup and Other Real Recipes*	

"Instead of having the food fair, we went through all the steps to plan it and reviewed what we learned throughout the year."

Week 2	Materials
Activity 2: Write Invitations to Your Food Fair	Student Reproducible 15 Poster paper, markers

Week 3	Materials
Activity 3: Make a Recipe Booklet	Paper, markers Book-binding materials

Week 4	Materials
Wrap It Up: Hold the Food Fair	Foods for Tasting Posters and materials made in lessons Paper plates, cups, plastic forks Knives and spoons *Food Time* video

Send home *Take-Out* Parent newsletter

Taking It Further

Lunchroom Link

Team Nutrition Tool Box For "Food Time"

Grades 1 & 2

Your school food service manager may be able to provide some of the cooking tools.

NOTE: *Quantities are not specified because different teachers use different approaches. As you use the curriculum, you may want to customize this master list by noting whether you used one item per student, per group, or per class.*

Clean, empty food containers
Old magazines
Pictures of foods
School lunch menus
Restaurant menus
Poster paper
Markers
Paints
Glass or plastic jars
Scissors
Knife
Cutting board
Fruit-and-vegetable scrub brush
Paper plates
Paper cups
Napkins
Plastic knives, forks, and spoons
Cotton wool or paper towels
Toothpicks
Masking tape
Book-binding materials
Butcher paper
Paste or glue
Globe or world map

Optional:
- Blindfolds
- Wheat weaving or wheat grass
- Flags from different countries
- Chef hats

Food Works: Grades 3-5

This planning section complements the lesson matrix in the Scholastic *Food Works Teacher's Guide* on pages 4-5.

The *Teacher's Guide* gives descriptions of activities for eight lessons that are referred to by lesson number and name in this planner.

The information on the following pages will help you to

- Bring Team Nutrition activities into your classroom throughout the school year.
- Make the best use of your planning time for Team Nutrition activities in your classroom.

Each page or spread has an overview of one lesson in your Scholastic *Teacher's Guide* and has been arranged so that

- You know at a glance what you need to do ahead of time and what materials or books you'll need for the entire lesson and for each week.
- You could teach a lesson each month during the school year.
- Activities could be done over several days during the week.
- Suggested activities for each week are grouped together because they target the same nutrition concepts and build on knowledge from previous activities.
- Estimated time given for the entire lesson includes planning, teaching, and clean-up time (does not include time for field trips).
- **Estimated time spent each week averages one to one-and-a-half hours or less.**

To reduce your planning time each month, use a Team Nutrition Teacher's Tool Box, which can be set up at the beginning of the year and contains most of the nonperishable items you will need for all the activities throughout the year. A list of materials that are needed for the Tool Box can be found at the end of this section. If you share the work of setting it up with other teachers, each teacher could replace items as they are used.

Be sure to notice the student challenges highlighted in each lesson. These are quick ways to reinforce key concepts and serve as an important part of the overall lesson. Also notice the Lunchroom Links provided for each lesson. Everyone benefits when teachers and lunchroom staff work together.

In the Appendix of this handbook you will also find these helpful planning tools:

- A sample letter for enlisting the help of local grocers.
- A reproducible order form for foods you will need from your school food service manager or local grocer.
- A reproducible book request form you can give to your school or community librarian.

You will find more information about the books in each lesson on page 24 of the *Teacher's Guide*.

NOTE: If you are not able to do all the activities in each lesson, try to do GETTING STARTED and ACTIVITY 1 for the lesson as a priority. They are important for establishing the key concepts.

"The third-, fourth-, and fifth-grade teachers at our school got together and divided up some of the lessons for each grade so the students wouldn't repeat the same lessons when they passed up to the next grade level."

Food Grows

Lesson 1

Lesson On:
page 8

Subject Area:
Language Arts, Science

Estimated Time:
6 hours

Key Concepts

All animals, including humans, depend on plants for food. Our food comes from plants and animals, so we are part of many food chains. We cannot survive without plants, which is why we need to take good care of our environment.

There are many food chains, but they all begin with green plants, because plants don't need to eat anything else to survive. Plants can make their own food from air, water, sunshine, and nutrients from soil. All animals, including humans, must eat plants and/or other animals that eat plants to survive.

Most animals are part of more than one food chain, with branches of the chain going in several directions—these are called food "webs." Some food chain examples are:

- Humans—cattle—grass
- Hawks—chickens—ladybugs—aphids—plants
- Lions—warthogs—grubs—decaying plants

For a good overview of food chains, read *Who Eats What? Food Chains and Food Webs* by Patricia Luber (HarperCollins); illustrations by Holly Keller.

To prepare for this month's lesson, arrange for

- Setting Up a Teacher Tool Box
- Books on page 24 of Teacher's Guide
- Sources of food and materials
- LUNCHROOM LINK with food service manager.
- VCR and monitor for GETTING STARTED
- 4 plant seedlings or healthy plants for ACTIVITY 2
- School kitchen tour for LUNCHROOM LINK
- Copies of Student and Parent Reproducibles

Week 1	Materials
Getting Started	*Food Works* video
Read: *Where Food Comes From*	*Food Works* magazines

Week 2	Materials
Activity 1:	Student Reproducible 1
Where Are We in the Food Chain?	Wool, yarn or string, chart paper Markers, glue or paste Hangers (optional)
Home Connection	Parent Reproducible 1

Week 3	Materials
Read: *Looking At Plants*	
Activity 2:	Student Reproducible 2
What Do Living Things Need to Grow?	4 plant seedlings or healthy plants

Week 4	Materials
Lunchroom Link	
School kitchen tour	
Wrap It Up:	
Save the Results	
Take It Further	
Grow a Meal	Student Reproducible 3
Give Something Back—Compost!	2 small garbage pails with lids Sterile potting soil, garden soil, leaves
Home Connection	Parent Reproducible 2

"Before we made the mobiles for the food chain, I drew examples on the board, starting with one creature and drawing arrows to point in the direction of who eats what. The students were able to see how some of the lines crossed each other and that everything was part of the web of life. They especially enjoyed following the food chains of some of the characters in the movie The Lion King. They could really relate to that!"

Bodies Grow

Lesson 2

Lesson On:
page 10

Subject Area:
Math, Art

Estimated Time:
6 hours

Key Concepts

- We need foods from all of the five major food groups to get all the nutrients we need.
- We need to choose more plant foods than animal foods so that we get more fiber and less fat and cholesterol.

To prepare for this month's lesson, arrange for

- Copies of Student and Parent Reproducibles
- Books from librarian
- School lunch menus for LUNCHROOM LINK
- Class interview with food service staff for LUNCHROOM LINK
- Food samples for ACTIVITY 2
- Enlarge Student Reproducible 4 by 200 percent for each team for WRAP IT UP
- VCR and monitor for ACTIVITY 2 and TAKING IT FURTHER
- Tape recorder or video camera and blank tapes for TAKING IT FURTHER

Week 1	Materials
Getting Started	Poster board, markers or paints, magazines Scissors, glue or paste
Read: *Nutrition: What's in the Food We Eat?*	
Activity 1: What Is a Healthy Diet?	Student Reproducible 4
Home Connection	Parent Reproducibles 3 and 4

Week 2	Materials
Activity 2: How Much Is a Serving?	*Food Works* video Student Reproducible 5 Bowls, paper plates, napkins, dry measuring cups, liquid measuring cups, measuring spoons, ounce scale Poster board Markers Food samples from Reproducible 5 for tasting

Week 3	Materials
Wrap It Up Daily Diet Rummy	Enlargements of Student Reproducible 4 Poster board/oaktag, scissors Markers
Taking It Further View the Video	*Food Works* video Tape recorder or video camera and blank tapes

Week 4	Materials
Lunchroom Link	School lunch menus Markers

"Set up a classroom food label box. Ask students to bring in clean, empty food containers and wrappers with labels for future activities and give team points for each one they bring in."

Read All About It!

Lesson 3

Lesson On:
page 12

Subject Area:
Language Arts, Art

Estimated Time:
6 hours

Key Concepts

We have the power to choose from the incredible variety of foods available to us. There are no bad or good foods—all foods can be part of a healthful diet if you choose on the basis of variety, balance, and moderation. The Food Guide Pyramid helps us to choose the amount of foods we need from each group every day.

To prepare for this month's lesson, arrange for

- VCR/monitor for GETTING STARTED
- School-lunch menus for LUNCHROOM LINK
- Newspaper for each student
- *Food Works* magazine for each student

"I asked our community newspaper to donate a newspaper for each student for our classroom activities, and they were glad to do it!"

Week 1	Materials
Getting Started	*Food Works* video, newspapers
Activity 1: Keep a Food Diary	Sample food diary (Appendix page A16)

Read: *The Lunch Book: A Fit Kid's Guide to Making Delicious (and Nutritious) Lunches*

Week 2	Materials
Activity 2: All the Food Facts Fit to Print	Student Reproducibles 6 and 7 *Food Works* magazines

Week 3	Materials
Activity 3: Informed Choices	
Wrap It Up: Keep Track of Your Progress	
Taking It Further Advertising	Newspapers

Week 4	Materials
Lunchroom Link School/Lunch Review	School lunch menus Newspapers
Home Connection	Parent Reproducible 5

"Many of the activities can be done with small groups of students. At the beginning of the year, I divided my class into five teams. Each team was named for one of the five food groups and assigned a team color. I listed their names on team posters they decorated with foods from their group. Whenever we broke into small groups during the year, we used the same teams."

Label Lowdown

Lesson 4

Lesson On:
page 14

Subject Area:
Language Arts, Math

Estimated Time:
6 hours

Key Concepts

Serving sizes on labels are given in amounts people usually eat, but they are *not always the same size as serving sizes in the Food Guide Pyramid.* The information on the label applies to *one serving.* If you eat two servings, double the information given on the label. A high "% Daily Value" means the food contains a lot of that nutrient. A low "% Daily Value" means it contains just a little. Sometimes we want a lot of a nutrient, sometimes we want only a little. That's moderation.

If the % Daily Value per serving for a nutrient is 5 percent or less, the food is low in that nutrient.
If the % Daily Value per serving for a nutrient is 20 percent or more, the food is high in that nutrient.

Nutrients to eat in moderation:
- Fat
- Cholesterol

Nutrients often in short supply that we need more of:
- Vitamin A
- Vitamin C
- Calcium
- Iron
- Fiber

To prepare for this month's lesson, arrange for
- Breakfast cereals for ACTIVITY 1
- Students to bring in breakfast cereal labels for ACTIVITY 1
- Milk samples for ACTIVITY 2
- Labels from foods in school kitchen for LUNCHROOM LINK

Week 1	Materials
GETTING STARTED	*Food Works* magazine, pages 2-3
Read: *Liver Cookies*	
HOME CONNECTION	Parent Reproducible 6

Week 2	Materials
ACTIVITY 1:	Cereal bowl, breakfast cereals
CEREAL SCOOP	Measuring spoons, dry measuring cups
	Mural paper, markers

Week 3	Materials
ACTIVITY 2:	Blindfolds (optional)
FOOD GROUP FOCUS	Whole milk, 2% milk, paper cups
	Markers, mural paper
	Student Reproducible 8

Week 4	Materials
WRAP IT UP:	Student Reproducible 7
FOCUS ON NUTRITION LABELS	
TAKING IT FURTHER	
Fast-Food Facts	
Get Active	Paper clips
LUNCHROOM LINK	Poster board, markers
Label Poster for Lunchroom	

For Activity 2:
- **Be sure the milk is good and cold.**
- **Pour the milk for the students.**
- **Instead of using blindfolds, students can close their eyes.**

Fat Facts Feature

Lesson 5

Lesson On:
page 16

Subject Area:
Language Arts, Math, Art

Estimated Time:
4 1/2 hours

Key Concepts

Some foods within each food group have more fat than others:

- The ones with the least fat in a group are Everyday foods.
- The ones with the most fat are Occasional foods.
- The Sometimes foods are in-between.

Occasional foods are

- Foods from the five major food groups that are naturally high in fat or have fat added during preparation, such as:

Vegetable Group	*Meat Group*	*Grain Group*	*Milk Group*
Potato chips	Bologna	Doughnuts	Whole milk
French fries	Regular ground beef	Cheese curls	Processed cheese
	Sausage		Ice cream

- Foods in the tip of the Food Guide Pyramid that supply calories but few nutrients are also Occasional foods, such as:

Butter and margarine	Mayonnaise
Candy	Bacon
	Soft drinks

Eating more Everyday foods than Sometimes foods and more Sometimes foods than Occasional foods is *moderation*—the key to a healthful diet.

To prepare for this month's lesson, arrange for

- Nutrition labels for fresh fruits, vegetables, and meats from the grocery store for GETTING STARTED
- Books from librarian
- Copies of Student and Parent Reproducibles
- LUNCHROOM LINK with food service staff
- VCR and monitor for TAKING IT FURTHER
- Students to bring in snack labels for ACTIVITY 2

Week 1	Materials
Getting Started	Food labels from each food group
Read: *One Fat Summer*	

Week 2	Materials
Activity 1:	Student Reproducible 9 (5 copies)
Where's the Fat?	Food labels

Week 3	Materials
Activity 2:	Snack wrappers, mural/poster paper
Snack Attack	Markers, paste or glue
Taking It Further	
Be a Fat-Buster	
Plan an Ad	Student Reproducible 10
	Food Works video

Week 4	Materials
Wrap It Up:	
Talk the Talk	
Lunchroom Link	
Investigate Lunchroom Foods for Fat	
Food for Thought	Parent Reproducible 7

TIP

"I gave team points for students who brought in labels for the label activities, and they brought them in for weeks!"

Sense-ational Food

Lesson 6

Lesson On:
page 18

Subject Area:
Language Arts, Science

Estimated Time:
6 hours

Key Concepts
We can choose an incredible variety of fruits, vegetables, and grains that please our senses, and variety is a key to a healthy diet.

To prepare for this month's lesson, arrange for
- Books from librarian
- Copies of Reproducibles
- Foods for tasting for ACTIVITY 1
- Schedule lunchroom for ACTIVITY 1
- VCR and monitor for WRAP IT UP
- Invite food service manager for LUNCHROOM LINK

Week 1	Materials
Getting Started	*Food Works* poster
Activity 1: Sense Science	Student Reproducible 11 Samples of foods, blindfolds (optional) Paper plates, napkins

Week 2	Materials
Activity 2: Advertise Food	*Food Works* poster Poster paper, markers

Week 3	Materials
Activity 3: The New Food Anthology	Parent Reproducible 12
Taking It Further	*Food Works* magazine
Read: *Fanny at Chez Panisse*	

Week 4	Materials
Wrap It Up: Be a Choosy Shopper	*Food Works* video
Home Connection	Parent Reproducible 8
Lunchroom Link Letters to Lunchroom staff	

"I made the comment that I didn't like yogurt, and some of my students then refused to try it. I learned to taste everything with my students and try not to make a face when I don't like it. I was amazed when they voted star fruit as the class favorite. I never would have tried it!"

The World on a Plate

Lesson 7

Lesson On:
page 20

Subject Area:
Language Arts, Social Studies, Art

Estimated Time:
6 hours

Key Concepts
People all over the world eat a variety of foods and eat foods prepared in a variety of ways.

To prepare for this month's lesson, arrange for

- Books from librarian
- Copies of Reproducibles
- Large world map for GETTING STARTED
- VCR and monitor for GETTING STARTED
- Cookbooks for ACTIVITY 2
- School lunch menus
- Small flags from different countries for LUNCHROOM LINK
- Travel posters and brochures from travel agent for WRAP IT UP
- A multicultural tasting party in the lunchroom for TAKING IT FURTHER

Week 1	Materials
Getting Started	*Food Works* video, large world map
Activity 1: Great American Salad Bowl	Student Reproducible 13
Home Connection	*Take Out* home newsletter

Week 2	Materials
Activity 2: Around the World in 80 Bites	Cookbooks Encyclopedia or illustrated dictionary
Read: *Everybody Cooks Rice*	

Week 3	Materials
Student Presentations From Activity 2	
Wrap It Up: Make a Taste Trip Poster	Poster board, markers Travel posters and brochures

Week 4	Materials
Lunchroom Link Highlight Cultural Foods	School lunch menus
Taking It Further	Multicultural foods for tasting

The Great Nutrition Adventure

Lesson 8

Lesson On:
page 22

Subject Area:
Language Arts, Art

Estimated Time:
3 hours

Key Concepts

- For special events and celebrations, we can serve tasty, delicious, colorful foods that are healthful too by choosing more *grains*, *fruits*, and *vegetables* from the bottom of the Pyramid.
- Celebrations are also a time when people may choose to eat more Occasional foods, so you may want to offer these choices along with the others!

To prepare for this month's lesson, arrange for

- Books from librarian
- Copies of Reproducibles
- VCR and monitor for GETTING STARTED
- For Food Fair:
  - Location
  - Local chef
  - Food
  - Guest fitness/exercise specialist
  - Parent and older student helpers
  - Booths or tables

Week 1	Materials
Getting Started	*Food Works* video
Activity 1: Planning the Fair	Parent Reproducible 14 Student Reproducible 15

Week 2	Materials
Activity 2: Foods for the Fair	

Read: *Kitchen Fun for Kids: Healthy Recipes and Nutrition Facts for 7- to-12-Year-Old Cooks*

Week 3	Materials
Wrap It Up: Fair Time!	Food for Food Fair VCR and monitor *Food Works* video Students' posters and projects they made for Team Nutrition activities
Taking It Further Display and Review	
Lunchroom Link Decorate Lunchroom	

"Instead of having the food fair, we went through all the steps to plan it and reviewed what we learned throughout the year."

Team Nutrition Tool Box For "Food Works"

Grades 3-5

Your school food service manager may be able to provide some of the cooking tools.

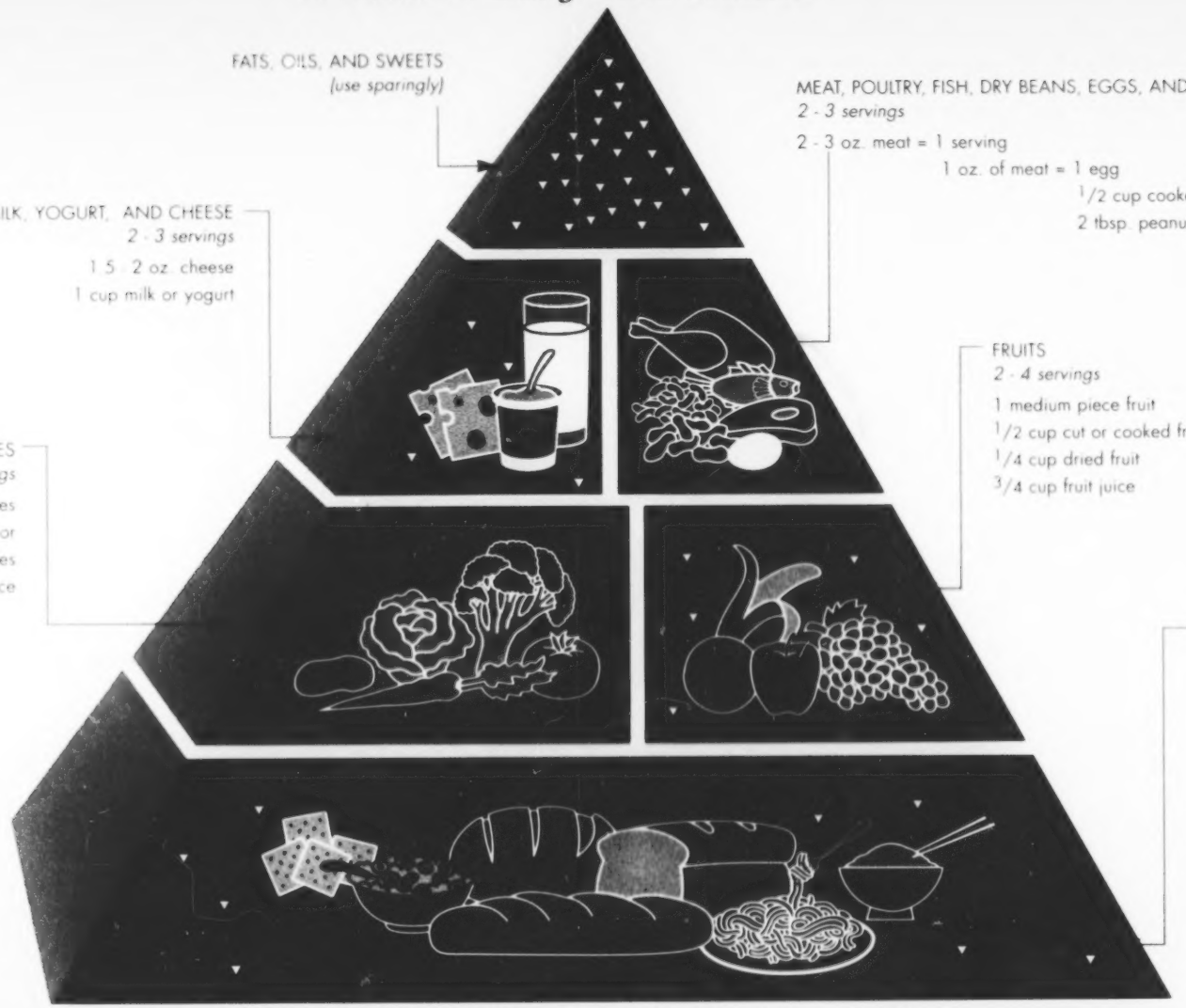
NOTE: *Quantities are not specified because different teachers use different approaches. As you use the curriculum, you may want to customize this master list by noting whether you used one item per student, per group, or per class.*

Wool, yarn, or string
Chart (drawing) paper
Scissors
Markers
Glue or paste
Hangers (optional)
2 small garbage pails with lids
School lunch menus
Poster board
Magazines
Blindfolds (optional)
Fruit and vegetable scrub brush
Bowls/baskets for foods
Paper plates
Napkins
Dry measuring cups
Liquid measuring cups
Measuring spoons
Ounce scale
Newspapers
Cereal bowls
Mural/poster paper
Paper cups
Paper clips
Nutrition labels for fruits, vegetables, and meats from grocery store
Food labels
Snack-food wrappers/labels
Index cards
Large world map
Cookbooks
Illustrated dictionary
Travel brochures and posters from travel agent

Appendix

The Food Guide Pyramid

A Guide to Daily Food Choices



FATS, OILS, AND SWEETS
(use sparingly)

MEAT, POULTRY, FISH, DRY BEANS, EGGS, AND NUTS
2 - 3 servings
2 - 3 oz. meat = 1 serving
1 oz. of meat = 1 egg
1/2 cup cooked beans
2 tbsp. peanut butter

MILK, YOGURT, AND CHEESE
2 - 3 servings
1.5 - 2 oz. cheese
1 cup milk or yogurt

FRUITS
2 - 4 servings
1 medium piece fruit
1/2 cup cut or cooked fruit
1/4 cup dried fruit
3/4 cup fruit juice

VEGETABLES
3 - 5 servings
1 cup leafy vegetables
1/2 cup cooked or cut vegetables
3/4 cup vegetable juice

BREAD, CEREAL, RICE, AND PASTA
6 - 11 servings
1/2 of a bun, bagel, or English muffin
1 small muffin
1 slice bread
1 oz. dry cereal (1/2 - 1 cup)
1/2 cup cooked cereal, rice, or pasta

Source: U.S. Department of Agriculture/U.S. Department of Health and Human Services

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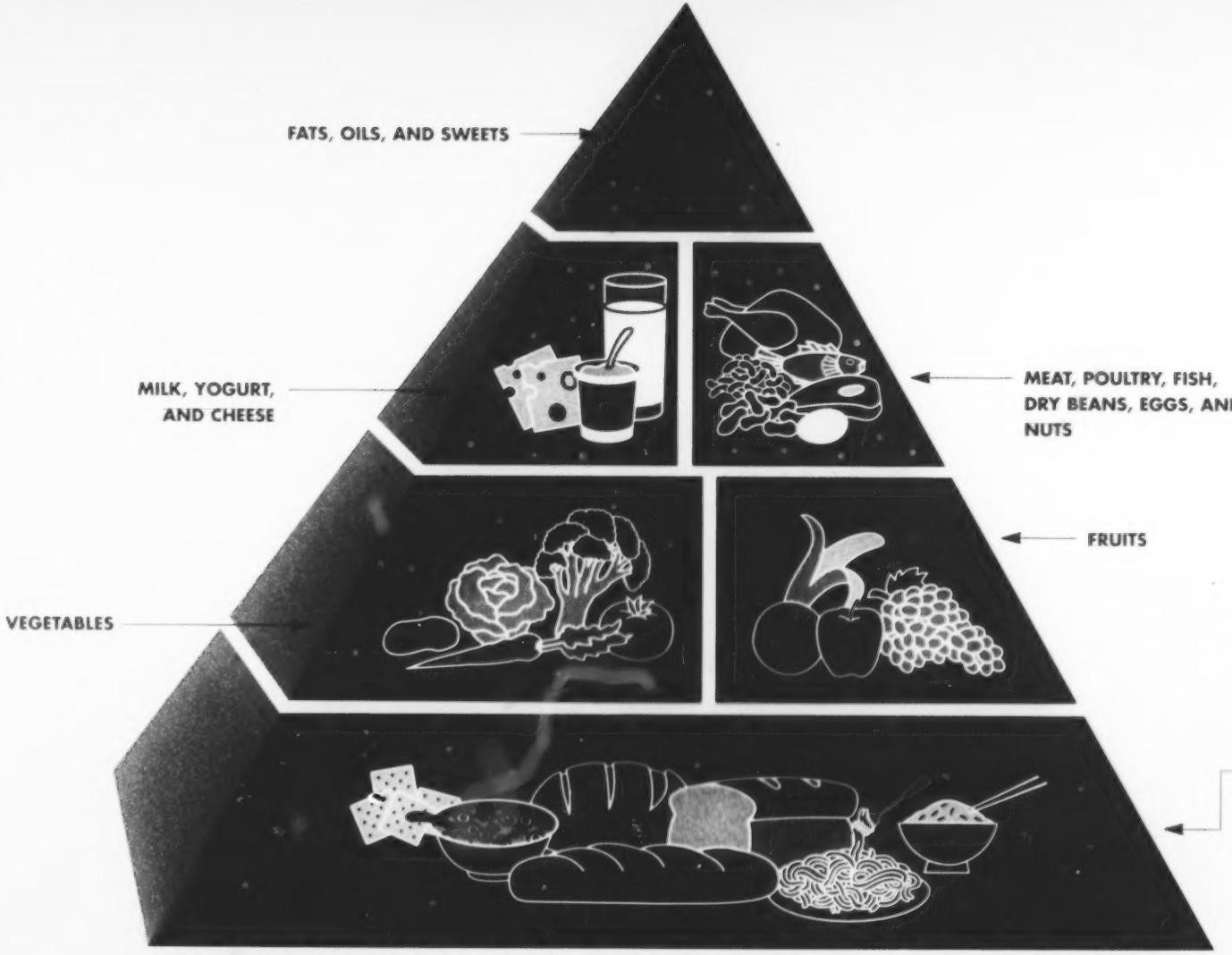
Where's the Fat?

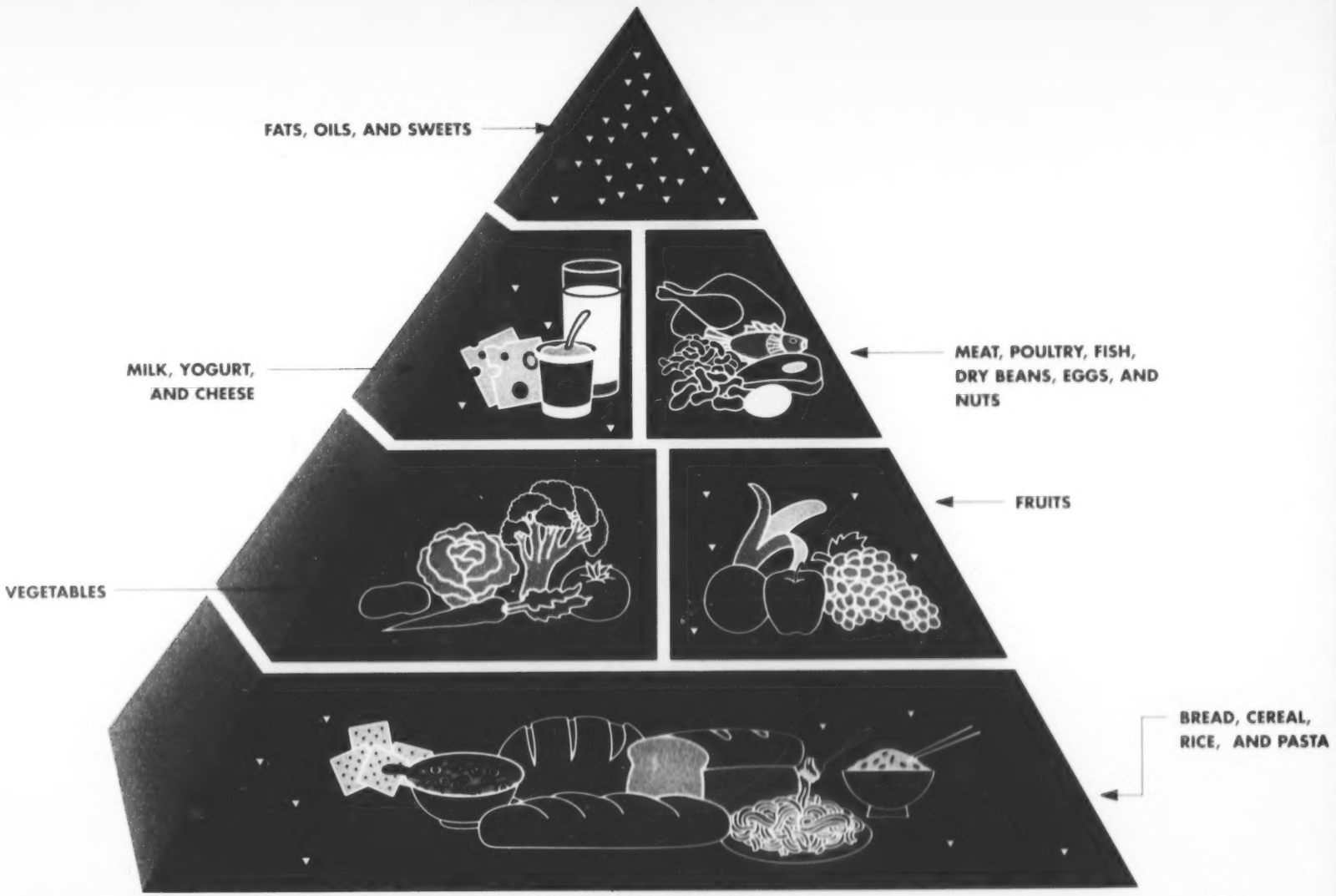
KEY: ● = Fat (naturally occuring and added)



Source: U.S. Department of Agriculture/U.S. Department of Health and Human Services

Where's the Sugar?

KEY: ▼ = Sugars (added)



Source: U.S. Department of Agriculture/U.S. Department of Health and Human Services

Placing Combination Foods

in the Food Guide Pyramid

Source: U.S. Department of Agriculture/U.S. Department of Health and Human Services

1 tostada made with a fried corn tortilla spread with a thin layer of refried beans, chicken and guacamole, and topped with shredded lettuce, chopped tomato, onion, and grated cheese.

1 slice pepperoni pizza

Source: U.S. Department of Agriculture/U.S. Department of Health and Human Services

Hard-to-Place Foods

and the Food Guide Pyramid

FATS, OILS, AND SWEETS *(use sparingly)*

apple butter, bacon, bacon bits, candy, cream cheese, fruit drinks, gelatin, gummy snacks, pork rinds, sherbet, whipping cream

MEAT, POULTRY, FISH, DRY BEANS, EGGS, AND NUTS

2 - 3 servings

beef jerky, bean dip, hot dogs, seeds

MILK, YOGURT, AND CHEESE

2 - 3 servings

cheese spread, custard, frozen yogurt, ice cream, prepared instant breakfast, rice pudding, tapioca

FRUITS

2 - 4 servings

avocado, banana chips, cider, mandarin oranges, maraschino cherries, olives, fruit juice

VEGETABLES

3 - 5 servings

instant mashed potatoes, kelp, lima beans, pickles, potato chips, shoestring potatoes, tomato

BREAD, CEREAL, RICE, AND PASTA

6 - 11 servings

cake, cheese balls, cheese curls, cheese crackers, crackers, croutons, cookies, fried corn chips, microwave popcorn, peanut butter crackers, pie crust, popcorn balls, pretzels, rice cakes, taco shells

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Asian-American Foods

and the Food Guide Pyramid

FATS, OILS, AND SWEETS *(use sparingly)*

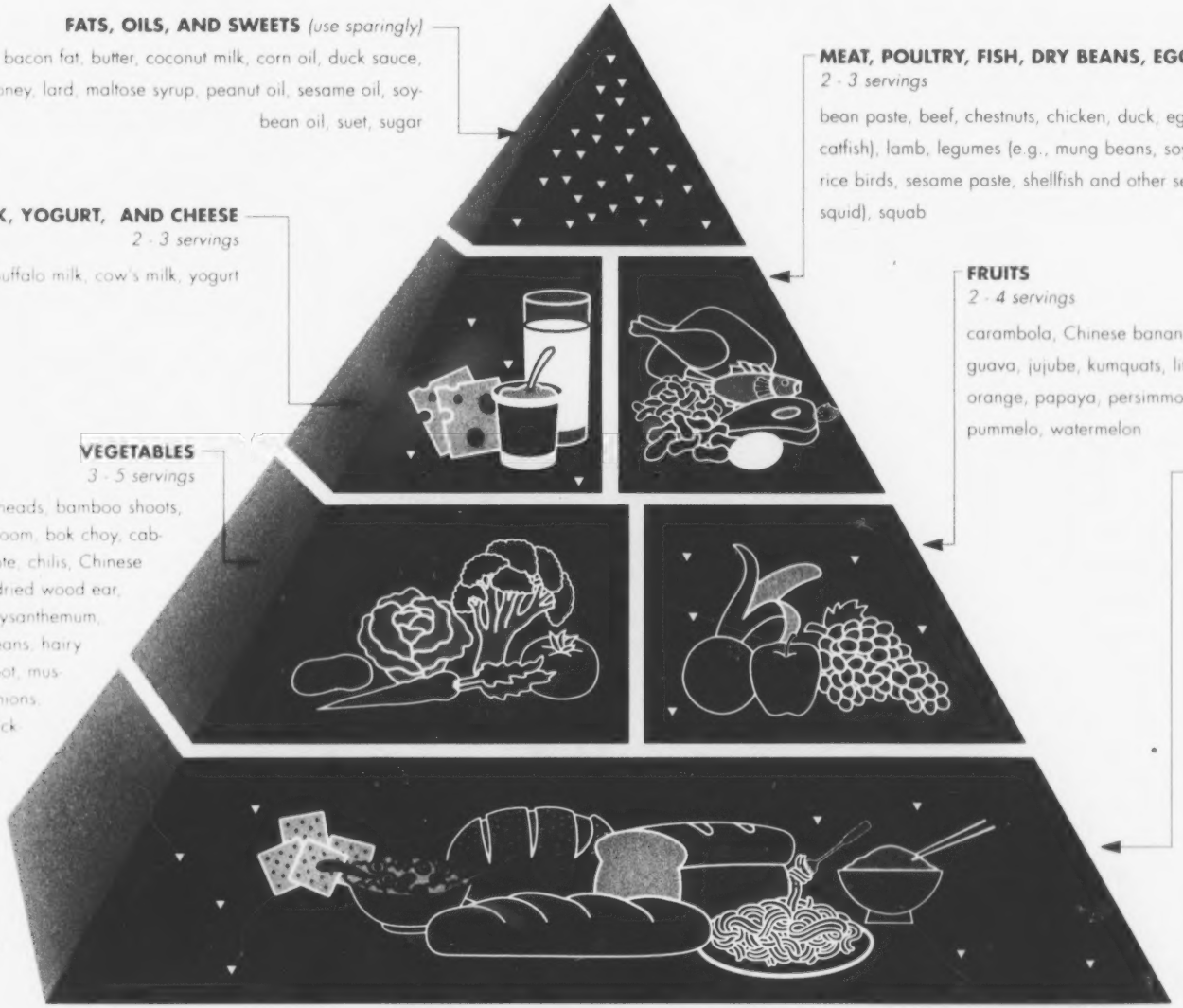
bacon fat, butter, coconut milk, corn oil, duck sauce, honey, lard, maltose syrup, peanut oil, sesame oil, soybean oil, suet, sugar

MILK, YOGURT, AND CHEESE
2 - 3 servings

buffalo milk, cow's milk, yogurt

VEGETABLES
3 - 5 servings

amaranth, arrowheads, bamboo shoots, bitter gourd, black mushroom, bok choy, cabbage, celery, chayote, chilis, Chinese broccoli, choy sum, dried wood ear, eggplant, garland chrysanthemum, garlic, ginger, green beans, hairy cucumber, leek, lotus root, mustard greens, okra, onions, Oriental radish, peas, pickled cucumber, potatoes, scallion, spinach, sprouts, straw mushrooms, taro, tomatoes, turnip, waterchestnut, watercress, winter melon, yard-long beans



MEAT, POULTRY, FISH, DRY BEANS, EGGS, AND NUTS
2 - 3 servings

bean paste, beef, chestnuts, chicken, duck, eggs, fish (e.g., carp, catfish), lamb, legumes (e.g., mung beans, soy beans), pork, quail, rice birds, sesame paste, shellfish and other seafood (e.g., shrimp, squid), squab

FRUITS
2 - 4 servings

carambola, Chinese banana, Chinese pear, guava, jujube, kumquats, litchi, longan, mango, orange, papaya, persimmon, pummelo, watermelon

BREAD, CEREAL, RICE, AND PASTA
6 - 11 servings

barley, bing, dumplings, fried rice, glutinous rice, hua juan, mianbao, mantou, nin goh, noodles (including cellophane noodles, rice sticks, rice vermicelli), rice congee, rice flour, steamed rice, sorghum, Wonton wrappers, zong-zi

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Hispanic-American Foods

and the Food Guide Pyramid

FATS, OILS, AND SWEETS *(use sparingly)*

bacon, butter, candy, cream cheese, fried pork rinds, lard, margarine, soft drinks, sour cream, vegetable oil

MEAT, POULTRY, FISH, DRY BEANS, EGGS, AND NUTS

2 - 3 servings

beef, black beans, chicken, eggs, fish, garbanzo beans, kidney beans, lamb, nuts, peanut butter, pinto beans, pork, sausage, tripe

MILK, YOGURT, AND CHEESE

2 - 3 servings

cheddar cheese, custard, evaporated milk, ice cream, jack cheese, powdered milk, queso blanco, fresco, or mexicano

FRUITS

2 - 4 servings

apple, avocado, banana, cherimoya, guava, mango, orange, papaya, pineapple, platano, zapote

VEGETABLES

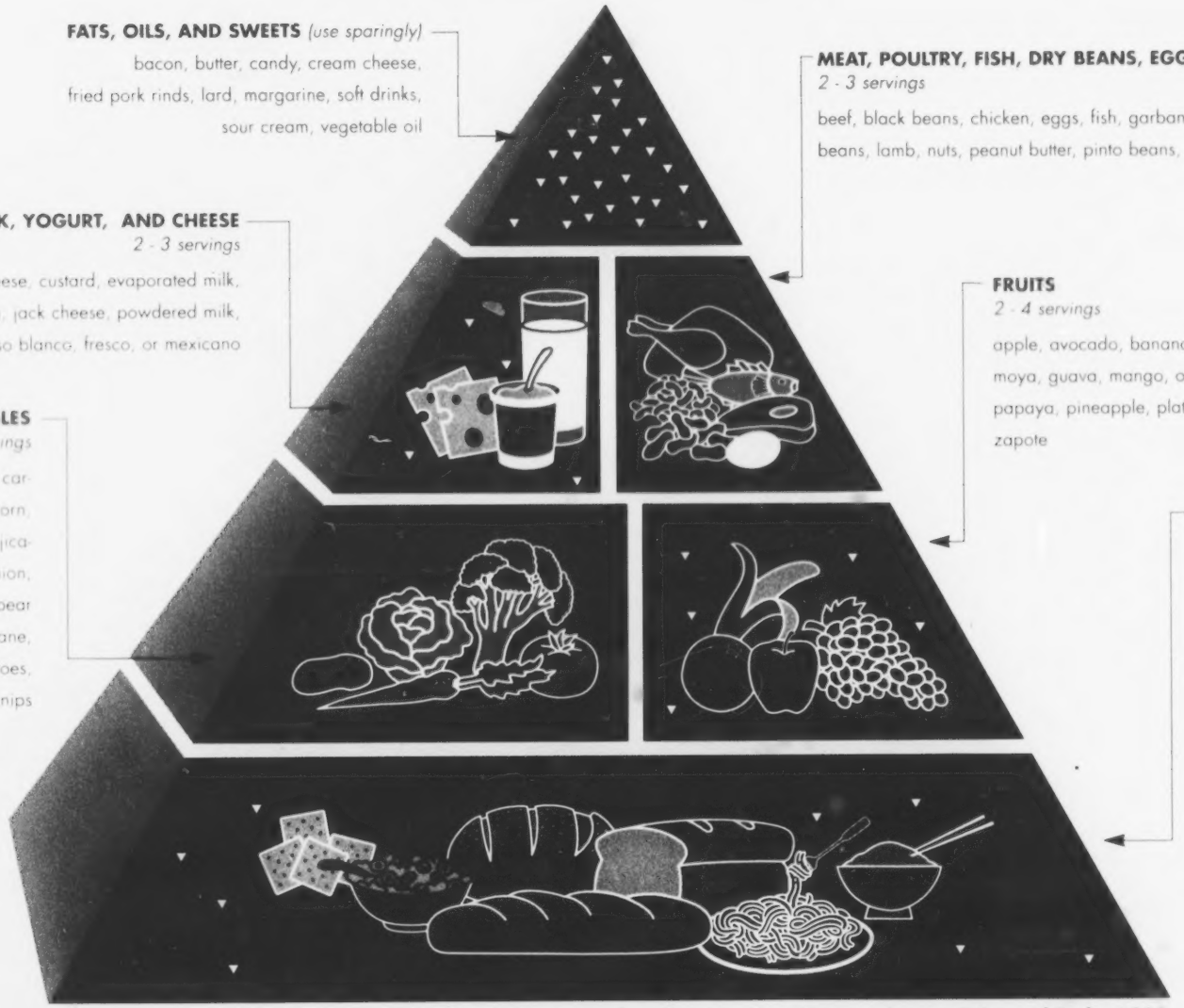
3 - 5 servings

agave, beets, cabbage, carrots, cassava, chilis, corn, elote, iceberg lettuce, jicama, green tomatoes, onion, peas, potato, prickly pear cactus leaves, purslane, squash, sweet potatoes, tomato, turnips

BREAD, CEREAL, RICE, AND PASTA

6 - 11 servings

bolillo, bread, cake, cereal, corn tortilla, crackers, flour tortilla, fried flour tortilla, graham crackers, macaroni, masa, oatmeal, pastry, rice, sopa/seca, spaghetti, sweet bread, taco shell



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Everyday, Sometimes, And Occasional Foods

TEACHER TIP

Serving Sizes: 1 slice bread, 1 oz. ready-to-eat cereal, 1/2 cup cooked cereal, rice, or pasta, unless otherwise noted.

Bread, Cereal, Rice, and Pasta Group

EVERYDAY CHOICES: (less than 3 grams of fat per serving)

- Angel food cake (1/12 of a cake)
- Bagel
- Barley
- Bread crumbs
- Breadsticks
- Brown rice
- Buckwheat groats
- Bulgur
- Crackers (3-4):
  - Animal crackers
  - Matzo crackers
  - Rye crackers
  - Saltines
  - Melba toast
- Oyster crackers
- Cookies (2):
  - Fig bars
  - Gingersnaps
  - Graham crackers
  - Vanilla wafers
- Corn tortilla (not fried)
- Cornmeal
- Couscous
- Egg noodles
- English muffin
- Farina
- French bread
- Grits
- Hamburger bun
- Hot dog bun
- Italian bread
- Oatmeal
- Pancake
- Pasta
- Pita bread
- Popcorn, air-popped, 1 cup
- Pretzel
- Pumpernickel bread
- Rice
- Rice cake
- Ready-to-eat cereal (most varieties)
- Roll
- Rotini
- Rye bread
- Spaghetti
- Taco shell
- Vienna bread
- White bread
- Whole wheat bread

SOMETIMES CHOICES: (3-5 grams of fat per serving)

- Biscuit
- Caramel corn
- Cookies:
  - Brownie (1)
  - Choc. chip (2)
- Croutons (0.5 oz.)
- Flour tortilla
- Muffin
- Pizza crust (1/8 of a 14" crust)
- Popcorn commercially popped, plain, 1 cup

OCCASIONAL CHOICES: (More than 5 grams of fat per serving)

- Cake (1/16 of a cake)
- Cheese balls/curls
- Chow mein noodles
- Corn bread
- Corn chips
- Croissant
- Cupcake
- Doughnut
- Fried rice
- Granola
- Pastry
- Pie crust
- Popcorn commercially popped, buttered, 1 cup
- Stuffing (1/2 cup)
- Toaster pastry
- Tortilla (fried)
- Waffle (1)

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Vegetable Group

EVERYDAY CHOICES: (less than 2 grams of fat per serving)

Most vegetables
Vegetable juice
Vegetable soup (with fat removed, 1 cup)

OCCASIONAL CHOICES: (3-5 grams of fat per serving)

Coleslaw	Mashed potatoes
French fries	Potato chips
Fried vegetables	Potato salad
Hash browns	Scalloped potatoes

Serving Size: 1 cup raw leafy vegetables, 1/2 cup of other vegetables, 3/4 cup vegetable juice, unless otherwise noted.

Fruit Group

EVERYDAY CHOICES: (less than 2 grams of fat per serving)

Most fruits
Fruit juice

SOMETIMES CHOICES: (2-3 grams of fat per serving)

Olives (4 medium)

OCCASIONAL CHOICES: (more than 3 grams of fat per serving)

Avocado (1/4 whole)

Serving Size: 1 medium apple, banana, or orange, 1/2 cup of chopped, cooked, or canned fruit, 3/4 cup fruit juice, unless otherwise noted.

Serving Size:
1 cup milk or yogurt,
1 1/2 oz. natural cheese,
2 oz. processed cheese, unless otherwise noted.

Milk, Yogurt, and Cheese Group

EVERYDAY CHOICES: (less than 3 grams of fat per serving)

Acidophilus milk (skim)
Buttermilk (skim)
Evaporated skim milk
Farmer cheese
Hot chocolate (made with skim milk)
Ice milk
Lowfat (1%) milk
Lowfat frozen yogurt
Lowfat fruited yogurt
Nonfat dry milk (reconstituted)
Nonfat frozen yogurt
Nonfat fruited yogurt
Nonfat plain yogurt
Parmesan cheese (1 T)
Romano cheese (1 T)
Skim milk

SOMETIMES CHOICES: (3-5 grams of fat per serving)

Hot chocolate (made with lowfat milk)
Lowfat acidophilus milk
Lowfat chocolate milk
Lowfat cottage cheese
Lowfat (2%) milk
Lowfat plain yogurt
Lactose-reduced lowfat milk
Part-skim ricotta cheese
Soy milk

OCCASIONAL CHOICES: (More than 5 grams of fat per serving)

Blue cheese
Brick cheese
Brie cheese
Camembert cheese
Cheddar cheese
Cheese imitation/ substitute cheese sauce
Cheese spread
Chocolate milk (whole)
Colby cheese
Condensed milk
Cottage cheese (regular)
Custard
Edam cheese
Evaporated whole milk
Feta cheese
Filled milk
Fontina cheese
Gjetost cheese
Goat cheese
Gouda cheese
Gruyere cheese
Havarti cheese
Hot chocolate (made with whole milk)
Ice cream
Indian buffalo milk
Limburger cheese
Malted milk
Milk shake
Monterey Jack cheese
Mozzarella cheese
Muenster cheese
Neufchatel cheese
Port du Salut cheese
Processed cheese
Provolone cheese
Rice pudding
Roquefort cheese
Sheep's milk
Swiss cheese
Tapioca pudding
Tilsit cheese
Whole buttermilk
Whole dry milk (reconstituted)
Whole fat frozen yogurt
Whole fat fruited yogurt
Whole fat yogurt
Whole milk
Whole milk ricotta cheese

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group

EVERYDAY CHOICES: (less than 10 grams of fat per serving)

Black-eyed peas
Canadian bacon
Catfish
Chicken
Chickpeas
Clams
Cod
Cornish hen
Crab
Dried chipped beef
Duck (wild)
Egg*
Egg substitute
Egg white (1)
Egg yolk (1)*
Flounder
Ground turkey breast
Haddock
Halibut
Ham
Heart*
Kidney*
Kidney beans
Lentils
Liver*
Lobster
Mung beans
Mussels
Navy beans
Northern beans
Ocean perch
Oysters
Pheasant
Pinto beans
Pollock
Pork tenderloin
Quail
Rabbit
Refried beans
Ribeye
Rockfish
Salmon
Scallops
Shrimp*
Sirloin
Sole
Soybeans
Split peas
Squab
Squirrel
Sweetbreads*
Tofu
Trout
Turkey
Turkey frank (1)
Veal cutlet
Venison
Whiting

SOMETIMES CHOICES: (10-15 grams of fat per serving)

Bean dip
Beef tenderloin
Chuck roast
Cubed beef
Duck (domestic)
Extra-lean ground beef
Flank steak
Goose
Ground turkey
Hot dog (1)
Lamb
Lebanon bologna (2 slices)
Mackerel
Pork chop
Pork roast
Prime rib
Seeds (1 oz.)

OCCASIONAL CHOICES: (More than 15 grams of fat per serving)

Peanut butter
Beef bologna (2 slices)
Corned beef
Lean ground beef
Nuts (1/3 cup)
Porterhouse steak
Regular ground beef
Rib roast
Ribs
Sausage
Short ribs
Spare ribs
T-bone steak

* More than 100 mg cholesterol per serving.
NOTE: Classification of meats assume that visible fat is removed.

TEACHER TIP

What counts as a serving?

- **2-3 oz. cooked lean meat, poultry, or fish**
- **1 oz. of lean meat =**
  - **1/2 cut cooked dry beans**
  - **1 egg**
  - **2 Tablespoons peanut butter**

Serving sizes used for this categorization (unless otherwise noted):

- **3 oz. cooked meat, poultry, or fish**
- **1/2 cup cooked dry beans**
- **1 egg**
- **2 Tablespoons peanut butter**

Fats, Oils, and Sweets

USE SPARINGLY:

Apple butter**
Bacon*
Bacon bits*
Butter*
Candy**
Caramel***
Chocolate bar***
Corn Syrup**
Cream*
Cream cheese*
Frosting***
Fruit drinks/ades/punches**
Fruit sorbet**
Fudge***
Gelatin dessert**
Honey**
Jam**
Jelly**
Lard*
Margarine*
Marmalade**
Marshmallows**
Mayonnaise*
Molasses**
Pork rinds*
Salad dressing*
Sherbet**
Shortening*
Soft drinks**
Sour cream*
Sugar**
Syrups**
Vegetable oil*
Whipping cream*

Foods with a * symbol are high in fat
Foods with a ** symbol are high in added sugar

Sample Menu for One Day

To evaluate the sample menu, copy each serving of each item from the menu into its corresponding group on the Food Guide Pyramid Worksheet. How does the number of servings per group in the sample menu compare with the number of servings per group recommended in the Food Guide Pyramid?

Breakfast
1 cup corn flakes
1 teaspoon sugar
1 cup skim milk
1 medium banana

Mid-morning snack
1 cup lowfat fruited yogurt

Lunch
1 cup macaroni and cheese
Carrot sticks
1 tablespoon salad dressing
1 medium apple
2 vanilla wafer cookies

Mid-afternoon snack
1 ounce pretzels
12 ounces cola

Dinner
5 ounces broiled flank steak
1 dinner roll
1 teaspoon butter
1 medium baked potato
1 tablespoon sour cream
1 cup string beans

Evening snack
1 slice angelfood cake
1/2 cup strawberries in syrup

Food Guide Pyramid Worksheet

A Guide to Daily Food Choices

FATS, OILS, AND SWEETS
(use sparingly)

_____
_____
_____

MEAT, POULTRY, FISH, DRY BEANS, EGGS, AND NUTS
2 - 3 servings

1. _____
2. _____
3. _____

MILK, YOGURT, AND CHEESE
2 - 3 servings

1. _____
2. _____
3. _____

FRUITS
2 - 4 servings

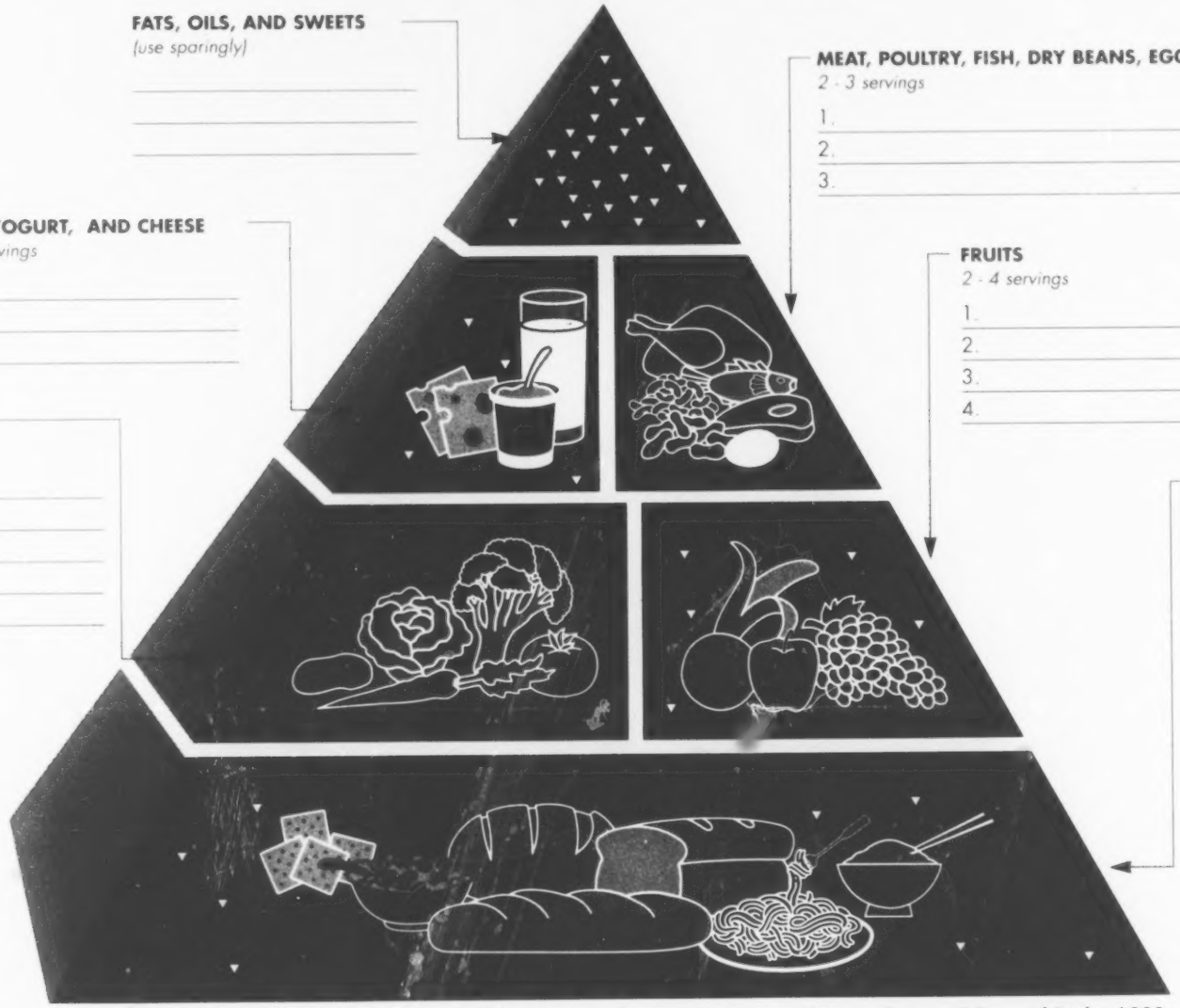
1. _____
2. _____
3. _____
4. _____

VEGETABLES
3 - 5 servings

1. _____
2. _____
3. _____
4. _____
5. _____

BREAD, CEREAL, RICE, AND PASTA
6 - 11 servings

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____



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Food Guide Pyramid Worksheet

A Guide to Daily Food Choices

FATS, OILS, AND SWEETS *(use sparingly)*

1 tsp. sugar
12 oz. canned cola
1 tsp butter
1 tbsp sour cream
1 tbsp salad dressing

MEAT, POULTRY, FISH, DRY BEANS, EGGS, AND NUTS
2 - 3 servings

1. 2.5 oz. flank steak
2. 2.5 oz. flank steak
3.

MILK, YOGURT, AND CHEESE
2 - 3 servings

1. 1 c. skim milk
2. 1 c. fruited yogurt
3. cheese (from macaroni and cheese)

FRUITS
2 - 4 servings

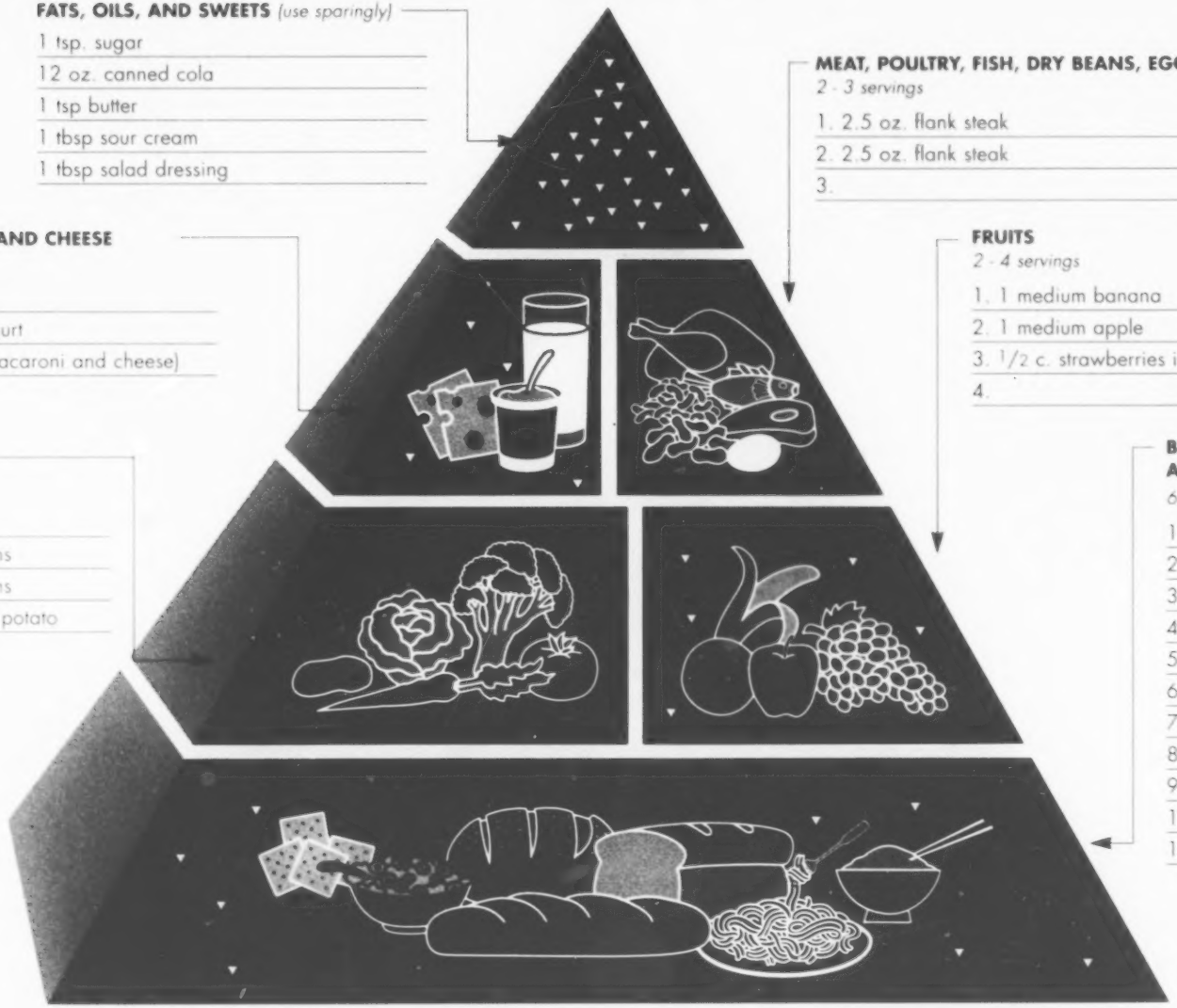
1. 1 medium banana
2. 1 medium apple
3. 1/2 c. strawberries in syrup
4.

VEGETABLES
3 - 5 servings

1. carrot sticks
2. 1/2 c. string beans
3. 1/2 c. string beans
4. 1 medium baked potato

BREAD, CEREAL, RICE, AND PASTA
6 - 11 servings

1. 1 c. corn flakes
2. 1/2 c. macaroni
3. 1/2 c. macaroni
4. 2 vanilla wafers
5. 1 oz. pretzels
6. 1 dinner roll
7. 1 slice angelfood cake
8.
9.
10.
11.



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Sample

Food Diary

Food/Beverage	Description/Preparation	Amount
coffee		2 c
milk	2%	2 t
sugar		4 t
doughnuts	chocolate glazed	2
bread	whole wheat	2
bologna	reduced fat	2 slices
mustard		1 T
corn chips		1 c
apple		1 medium
cola		12 oz
peanut butter		1 T
crackers		6
meatloaf		2x size of deck of cards
mashed potatoes		1 c
margarine		1 T
peas and onions		1/2 cup
dinner rolls	white	2
milk	2 %	2 c
popcorn	microwave	2 c
butter	on popcorn	1 t
uncola		12 oz

Food Diary

Food/Beverage	Description/Preparation	Amount

Sample Goals & Objectives

GOAL: Eat more grains.

OBJECTIVES:

- Add to your grocery list a whole-grain breakfast cereal you used to eat and like but haven't had in a while, or one you've been meaning to try or one you've heard is good.
- At the grocery store or bread outlet, pick up one type of bread you don't normally buy—English muffins, bagels, pita bread, or tortillas, rye, pumpernickel, oat bran, or mixed grain. Freeze half and alternate the rest with the bread(s) you usually eat.
- At the grocery store, marvel at all the new rice products on the shelf. Choose one or two to take home and try.
- At the grocery store, check out all the pasta possibilities. Choose "hollow" shaped pastas for red sauces and flat ones for fattier white sauces.
- Have ready-to-eat cereal instead of your normal snack—with milk or straight out of the box.
- Order a pasta dish for your entree next time you dine out. Most restaurants have at least one.
- Add a slice of toast, half a bagel, or English muffin to whatever you normally have for breakfast or morning snack.
- If you don't usually eat until lunch, add a morning snack of bread or cereal. Start small (1/4 serving) and work your way up.
- Take a stash of grains to keep in your desk: whole grain crackers, rice cakes, popcorn, and bagels.
- Write *Grains* in large, bright lettering on your lunch bag and follow through when you see the cue.

- If there's a microwave available where you work, try one of the new single-serve, heat-and-eat soups or stews with barley, rice, or pasta for lunch or snack.
- Put a box of graham crackers in the car for snack attacks.
- Have whole-grain breadsticks with your next salad bar. If they're not on the salad bar, put a note in the suggestion box that they be added.
- Ask friends or check the newspaper for great pasta recipes.
- Try a cornbread mix. Leave out the egg and use lowfat milk or buttermilk. You'll have hot "homemade" bread in minutes (5 minutes to mix, 20 to bake).

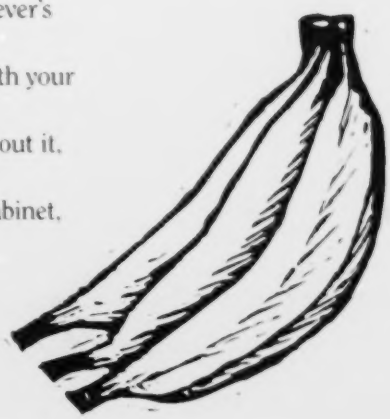
GOAL: Eat more vegetables.

OBJECTIVES:

- Add to your grocery list spaghetti sauce to go with pastas.
- At the store, buy one fresh vegetable that is in peak season. Look for information about it, recipes, and serving suggestions near its display in the produce section.
- Write *Vegetables* in large bright lettering on your lunchbag—and follow through when you see the cue.
- Purchase lunch at school especially when new vegetables are featured.
- Try one of the ready-made salads at your next fast-food stop.
- Go to a farmer's market or produce stand and browse through the vegetables on Saturday morning.
- Try baking vegetables. Cut up onions and sweet pepper. Add peeled cloves of garlic. Toss around in a shallow pan or dish lightly coated with olive oil. Bake at 350 degrees until you smell them (about 20 minutes).
- Add a fresh salad to your frozen dinner.
- Buy small cans of vegetables and large bags of frozen vegetables when they're on sale. Add them to red sauces, canned soups and stews, meatloaf, and casseroles.
- Get out of the rut. Experiment with different combinations of green leafy vegetables and other fresh vegetables for salads.
- Dine out at cafeterias or buffets with lots of fresh and cooked vegetables.
- If you don't already have a good scrub brush, colander, knife, and cutting board for preparing fresh vegetables, add them to your "want list." Discount stores are good places to look if you're on a tight budget.

GOAL: Eat more fruits.

OBJECTIVES:



- Add to your grocery list dried fruits such as raisins, prunes, and apricots (whatever's on sale).
- Add to your grocery list bananas, peaches, strawberries, or blueberries to go with your cereal.
- At the store, buy one fresh fruit that is in peak season. Look for information about it, recipes, and serving suggestions near its display in the produce section.
- Buy single-serve applesauce or canned fruit to leave in your desk drawer, file cabinet, or locker (along with dried fruits).
- Go to a farmers' market or produce stand and browse on Saturday morning.
- Add fruit or fruit juice to your breakfast or morning snack.
- Have fruit salad for dessert at salad bars, buffets, and cafeterias.
- Mix and match for great fruit salad:

  Citrus fruits and melons to make it juicy and tangy.

  Apples and pears to make it crunchy.

  Bananas, strawberries, kiwis, peaches and plums to add body and texture.
- Order fruit for dessert next time you dine out. If it isn't on the menu, ask.
- Post your grocery list on the refrigerator with fruit magnets. Follow through when you see the cue.
- Try this. Cut a cantaloupe or honeydew melon in half and scoop out the seeds. Cut, lengthwise, into slices. Score each slice crosswise down to the rind at bitesized

intervals. This relaxes the curve of the slice so you can eat it out of the rind without getting melon all over your face.

- Peel and eat grapefruits like you do oranges. If you can't eat a whole one, put half in the refrigerator for tomorrow.
- If you don't already have a good scrub brush, colander, knife, and cutting board for cleaning and preparing fresh fruits, add them to your "want list." Discount stores are good places to look if you're on a tight budget.
- Leave fresh fruit in a bowl on the kitchen counter or dining room table as a visible reminder.

GOAL: Choose Occasional foods less often.

OBJECTIVES:

- When you eat sandwiches, substitute fresh veggies for half the fatty spread. They contribute flavor and moisture so you need less spread.
- Eat half what you'd normally eat when you choose an Occasional food.
- When you need crunch, substitute fresh fruits and vegetables for half the chips you'd normally eat.
- Substitute Everyday or Sometimes foods for Occasional foods for evening snacks.
- Buy Occasional foods in bitesized pieces (whenever possible) and limit your serving to two pieces.
- Use the smallest utensil available when adding fatty spreads and toppings—and limit the number of times you return the utensil to the container for more.
- Serve fatty spreads, toppings, sauces, and gravies in the kitchen instead of leaving them on the table throughout the meal.
- Search out Sometimes and Everyday snacks in the convenience store you use most often—so you'll know where they are when you stop in.
- Figure out when, where, and why you usually eat Occasional foods so you can find alternatives that will work in those particular situations.
- Take a new look at selections in vending machines. Today's vendors include Sometimes and Everyday choices more and more often. If your vendor isn't including Sometimes and Everyday choices, leave a note on the machine requesting animal crackers, rice cakes, bagels, angel food cake, fortune cookies, pretzels, lowfat flavored popcorn, ready-to-eat cereal, raisins, skim or lowfat milk, chocolate milk, and yogurt.

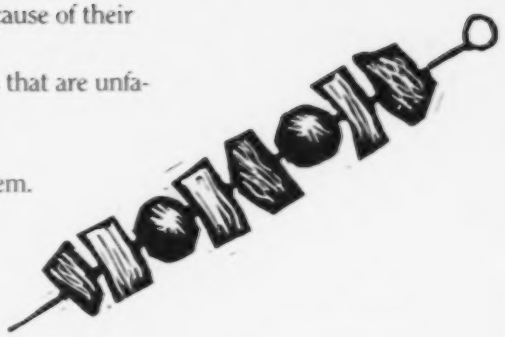
GOAL: Try new foods more often.

OBJECTIVES:

At the grocery store, look for small packages of new foods you could try.

- Try new foods at restaurant buffets, potluck dinners, salad bars, parties, and other places where cost isn't an issue, you have lots of choices, and you get to control serving size.
- Try new foods at street fairs where you can "graze" from booth to booth.
- Include foods unfamiliar to you when planning food activities for the classroom. Let the students know it's an adventure for you too!
- Stop to try new products when they're offered for taste tests in supermarkets.
- Go to health fairs and search out samples of food offered there.
- Scan the Sunday newspaper for coupons and sales on new foods you'd be willing to try.

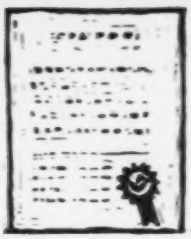
- Check for store brands of "exotic" foods you wouldn't normally try because of their price.
- Check the "Food" section of your local newspaper for articles on foods that are unfamiliar to you. They often include recipes and serving suggestions.
- Try new fruits and vegetables as they come into season.
- Ask friends or co-workers what their favorite new foods are and try them.



GOAL: Be more active.

OBJECTIVES:

- Park on the outer limits of parking lots. You'll get more exercise and experience less stress than trying to find a close spot.
- Take the stairs. Start out using them just when you're going down. As you get used to that, gradually add a flight or two going up until doing so becomes habit.
- Take up gardening, golfing, walking, or other activities you can indulge in for life.
- In winter, try walking in shopping malls. Lots of malls open their doors early so people can walk before business hours.
- Check out local health clubs and YMCAs. Comparison shop. Negotiate the price on membership—sales people often have some margin of flexibility.
- Explore city parks, trails, and playgrounds you haven't tried.
- Play with your children, grandchildren, or neighborhood children.
- Check the "Living" or "Arts and Entertainment" sections of your local newspaper for meeting dates of clubs for people interested in hiking, biking, climbing, walking, rowing, gardening, and other activities.
- "Buddy up" with a friend to get moving more often.
- Call local colleges and universities for noncredit courses in swimming, strength training, tai chi, ice skating, roller skating, rowing, volley ball, or other sports.
- Take up dancing: folk dancing, square dancing, clogging, ballroom dancing, line dancing, modern, or interpretive dance.
- Call the city's Department of Recreation (or similar agency) to ask about intermural teams you could join or other group activities the community has to offer.
- Start your own group of movers and shakers that take advantage of opportunities to get active and have fun.



Personal Goals

Goal/Objective

Goal:

Objective 1

Objective 2

Objective 3

Objective 4

Goal:

Objective 1

Objective 2

Objective 3

Objective 4

Goal:

Objective 1

Objective 2

Objective 3

Objective 4

Goal:

Objective 1

Objective 2

Objective 3

Objective 4

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 250 Calories from Fat 110

	% Daily Value*
Total Fat 12g	**18%**
Saturated Fat 3g	**15%**
Cholesterol 30mg	**10%**
Sodium 470mg	**20%**
Total Carbohydrate 31g	**10%**
Dietary Fiber 0g	**0%**
Sugars 5g	
Protein 5g	

Vitamin A 4% • Vitamin C 2%

Calcium 20% • Iron 4%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
* Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Sample Food Label

Nutrition Facts

Serving Size 3/4 cup (55g/2.0 oz.)
Servings Per Container 2 About 8

Amount Per Serving	Cereal	Cereal with 1/2 Cup Vitamins A & D Skim Milk
Calories	210	250
Calories from Fat	40	40
		% Daily Value*
Total Fat 5g *	**8%**	**8%**
Saturated Fat 1.0g	**5%**	**6%**
Monounsaturated 0g		
Polyunsaturated 4.5g		
Cholesterol 0mg	**0%**	**0%**
Sodium 280mg	**12%**	**14%**
Potassium 210mg	**6%**	**12%**
Total Carbohydrate 41g		**16%**
Dietary Fiber 5g	**14%**	**20%**
Sugars 10g	**20%**	
Other Carbohydrate 26g		
Protein 5g		
Vitamin A	15%	20%
Vitamin C	0%	2%
Calcium	4%	20%
Iron	25%	25%
Vitamin D	25%	40%
Vitamin E	25%	25%
Thiamin	25%	30%
Riboflavin	25%	35%
Niacin	25%	25%
Vitamin B_6	25%	25%
Folate	25%	25%
Vitamin B_{12}	20%	30%
Pantothenate	20%	25%
Phosphorus	20%	30%
'Magnesium	15%	20%
Zinc	20%	25%
Copper	4%	6%

Cereal A

Nutrition Facts

Serving Size 3/4 cup (55g/2.0 oz.)
Servings Per Container 2 About 8

Amount Per Serving	Cereal	Cereal with 1/2 Cup Vitamins A & D Skim Milk
Calories	200	240
Callories from Fat	20	20
		% Daily Value*
Total Fat 2.0g *	**3%**	**3%**
Saturated Fat 1.0g	**0%**	**0%**
Cholesterol 0mg	**0%**	**0%**
Sodium 280mg	**10%**	**13%**
Potassium 210mg	**6%**	**12%**
Total Carbohydrate 45g	**15%**	**17%**
Dietary Fiber 5g	**15%**	**16%**
Sugars 16g	**16%**	**16%**
Other Carbohydrate 25g		**20%**
Protein 4g		
Vitamin A	10%	15%
Vitamin C	2%	15%
Calcium	4%	20%
Iron	35%	35%
Vitamin D	20%	35%
Vitamin E	10%	10%
Thiamin	35%	40%
Riboflavin	35%	45%
Niacin	35%	35%
Vitamin B_6	35%	35%
Folate	25%	25%
Vitamin B_{12}	35%	45%
Pantothenate	35%	40%
Phosphorus	15%	25%
'Magnesium	10%	15%
Zinc	10%	15%
Copper	6%	8%

Cereal B

101

Sample Letter to Supermarket Manager

[On school letterhead if possible]

Date

Dear Supermarket Manager:

I teach _____ grade at _____ school. We are using lots of foods in our classes this year to teach such core subjects as math, science, language, and social studies. The foods help make those subjects more meaningful to students, and the students become more familiar with a variety of foods in the process. The more foods students know and like, the more choices they have for a healthy diet.

We are calling on local businesses to support this effort and hope you'll agree to help. Specifically, we're asking that you fill food orders for us, in advance, so that they're ready to go when we stop by to pay for them.

I would provide a written list of items needed along with a specified time and date for pick-up. (Please see the attached request form.) You would pull the items from your shelves, ring them up, and have them bagged or boxed and ready to go by the designated time.

You get the extra business, I get the help I need, and students get the food experiences that make learning fun and eating healthy.

Thanks for considering this request. You can reach me at (phone number) between (hours) or I will call or come by (date/time). I look forward to talking with you then.

Sincerely,

Attached: Request Form/Food and Supplies

REQUEST FORM: Food and Supplies from School Food Service, Grocery, or Farmer's Market

[On school letterhead if possible]

Date_____

Thank you for agreeing to gather these foods and other supplies for our class. We appreciate it!
If questions or problems arise, please contact:
Name: _____
Phone number:_____
I will pick these items up: Date_____ Time_____

Foods to show as examples (1 each)

Food	Description (*fresh, frozen, canned, dried, or from the salad bar*)

Foods for tasting (Enough for my class, numbering ____ students, to sample)

Food	Description (*fresh, frozen, canned, dried, or from the salad bar*)

Ingredients for Recipes

Ingredient	Amount	Description

Nonfood supplies (*paper supplies, mixing bowls, knives, etc.*)

Thanks!!!!!

Library Request Form

[On school letterhead if possible]

Date_____

Dear Librarian:

The following materials are needed for my class. They are not in our library, so I am writing to request that they be borrowed through interlibrary loan.

If questions or problems arise, please contact:
Name:_____
Phone:_____
School:_____

Author:_____
Title:_____
Date Needed[1]:_____

Author:_____
Title:_____
Date Needed[1]:_____

[1] If generally available but not by this date, please request it and let me know so I can rearrange my schedule of lessons.

Thanks!!!!!

Sample Letter to Commercial Photocopier

[*On school letterhead if possible*]

Date

Dear Manager:

I teach _____ grade at _____ school. This year we are incorporating nutrition lessons into our classes to help students develop healthy eating habits.

We are calling on local businesses to support this effort and hope you'll agree to help. Specifically, we're asking that you donate photocopy services.

We have _____ one-sided originals and need _____ copies of each for our students. I could drop them by at your convenience and pick them up when they are ready.

Thanks for considering this request. You can reach me at (phone number) between (hours) or I will call/come by (date/time). I look forward to talking with you then.

Sincerely,

Sample Thank You Letter to Newspaper

[On school letterhead if possible]

Date_____

Dear Editor:

This is an open letter to thank those who helped me/us teach nutrition through core subjects at [name of school] this year. We've found that relating math, science, language arts, and other core subjects to food makes those subjects more concrete and meaningful to students. In the process, students also become familiar with a wide variety of foods. The more foods students know and like, the more choices they have for a healthy diet.

I/we would like to thank

- [Manager name] at [name of grocery store] and his/her employees for gathering requested foods and supplies, ringing them up, and bagging them in advance for quick pick-up.
- [Manager name] at [commercial photocopier] and his/her employees for donating copies of worksheets and other materials for students.
- [Librarian name] at [name of public library] for requesting books and other materials for us through interlibrary loan.
- [Parents and others in the community who helped by name, affiliate, and specific help provided].

A special thanks also goes to

- Our own lunchroom staff who worked directly with students and provided food and other materials as needed.
- Our own school librarian who worked with those at [public library] to make books available that were not in our library.
- Our own school principal and staff who supported our efforts.
- [Students and others in the school who made special contributions].

Again, we appreciate the commitment and support of these individuals and businesses and welcome other community members to join us next year in this special effort. Our children are our future. What could be more important?

Sincerely,

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Food and Consumer Service

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